

Assurance Argument
Mid Michigan College

Review date: 2/12/2024

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1

Mid Michigan College's current mission statement is "We develop knowledge and ability to empower learners and transform communities." This mission statement was developed beginning in the fall of 2017 after a group of Mid Michigan College (Mid) faculty and staff attended a Continuous Quality Improvement Network conference where mission statements of all attendees were discussed in their teams. The previous mission statement of "The purpose of Mid Michigan Community College is to provide educational and community leadership for the development of human ability. To this end the College provides post-secondary education and services to enable students and the community to achieve success in a global society" was deemed far too long so the President of the college led a robust and inclusive process to redevelop the mission statement.

The process began with all of the [Shared Governance committees](#) being tasked with identifying a mission statement and picking two top priority items to work on. The President and Human Resources then convened a work group with all committee chairpeople and identified the most important words and phrases identified in submitted mission statements. [Four draft statements](#) were created and brought to College Council (which is the primary shared governance committee with representatives from all employee groups) where a final draft mission statement was developed.

Because of the desire to shorten the mission statement, members of College Council felt strongly about developing a values statement to accompany the mission statement prior to final adoption. A working sub-group of College Council led a project to gather additional stakeholder feedback from the campus community which included focus groups and a survey. Based on data gathered, the sub-

group created a master list of [potential values](#), and a [draft values statement](#). The sub-group updated and gathered additional feedback from College Council in [February](#), [May](#), and [June](#). A final mission statement and the accompanying values statement were presented to the Board of Trustees for their [first reading](#) in early June 2018 and a [second reading](#) in late June, with [final adoption](#) occurring at the second reading.

1.A.2

The mission statement was revisited again in 2021 as the college embarked on building a new [strategic plan](#). College Council once again reviewed the current mission statement and while the group felt that the mission statement and accompanying values statement were largely still appropriate, some minor word changes were [recommended](#) and [approved](#) by the Board of Trustees.

1.A.3

With campuses in Harrison and Mt. Pleasant, Mid has been serving its community since 1965. Each semester, approximately [3,300-3,500](#) students across central Michigan enrolled in one of Mid's nearly [100 degree and certificate programs](#). Some are pursuing goals of enrichment, others are preparing to transfer to a university, and still others are training for a technical career. Transfer programs are designed for students intending to transfer credits to baccalaureate degree-granting institutions. Career programs provide students with the necessary skills and related knowledge to qualify for skilled, technical, and semi-professional positions in business, industry, and the allied health fields. Included in these enrollment figures are 1300-1400 [dual enrolled](#) high school students who are enrolled in remote, on-campus, and/or off-site courses. Additionally, nearly [1,000](#) students participated (2022-2023) in short-term and/or customized non-credit training programs offered through our Workforce and Economic Development division.

1.A.4

The mission statement of "We develop knowledge and ability to empower learners and transform communities" is ideally representative of Mid's course offerings. While most academic programs are offered on both campuses, the Mt. Pleasant campus largely services a transfer population given the fact that it shares the same town with Central Michigan University (CMU). Therefore, offerings on the Mt. Pleasant campus tend to lean more heavily towards transfer programs in an attempt to develop knowledge and empower learners who seek to transfer to CMU or another of our university partners. Our Harrison location leans more heavily towards our occupation fields. Bachelor degree attainment rates are lower in Clare (approximately 12%) and Gladwin (approximately 14%) Counties and therefore, there is an emphasis on short-term credentials and non-credit offerings that develop knowledge and empower learners for those who seek full-time employment as opposed to advanced education.

Mid engages significantly with community members to gather feedback on how we can fulfill the part of our mission statement of transforming communities. One of the main ways to gather such information is through the hosting of advisory committees. As detailed in 1B, Mid has existing advisory committees in Accounting, Administrative Assistant Professional, Advanced Integrated Manufacturing, Art and Graphic Design, Auto, Business, CIS, Criminal Justice, Drafting, Early Childhood Education, HRA, Medical Assistant, Nursing, Pharmacy Tech, Phlebotomy, Physical Therapy Assistant, Radiography, and Welding. There are also advisory committees for the Tech Center, which primarily offers non-credit short-term and customized training programs, and our dual enrollment program (which provide guidance for our 17 off-campus locations). In addition, Mid has

representation on the statewide Transfer Steering Committee consisting of two-year and four-year institutions, and participates in the working groups of [MiTransfer](https://www.midmich.edu/academics/transfer/michigan-transfer-pathways) (<https://www.midmich.edu/academics/transfer/michigan-transfer-pathways>), which works to develop common transfer pathways designed to seamlessly transfer between two-year and four-year institutions.

A second method to gather community feedback on transformative opportunities is through regular surveying. Recently Mid has created and distributed two surveys that were sent to local residents. The first was a survey for community feedback as Mid developed its comprehensive [strategic plan](#). The second was a survey to gather feedback for Mid's 5-year [campus master plan](#).

Additionally, Mid houses the Central Michigan Manufacturers Association, which is a regional network of nearly 120 local manufacturers who, through Special Interest Groups (SIGs) Safety, Education, Human Resources and the Executive Roundtable have supported local companies by working on issues important to manufacturers, sharing best practices among them, educating members about available resources, and providing scholarships to area students. Additionally, Mid houses a regional office of the Small Business Development Center (SBDC). The [SBDC](#) enhances Michigan's economic wellbeing by providing free consulting, training and market research for new ventures, existing small businesses and advanced technology companies.

1.A.5

Mid clearly articulates it's mission and value statements through a variety of mechanisms. For our students and community, Mid has created a web page solely dedicated to our [mission and values](https://www.midmich.edu/community/about-mmcc/mission-values) (<https://www.midmich.edu/community/about-mmcc/mission-values>). The mission is also discussed in the [college catalog](#). Furthermore, posters listing our mission and vision statements were created and placed at strategic entrances on both campuses. To educate new employees, mission and values are discussed at all new [orientation onboarding](#) sessions, are listed in the [Employee Handbook](#), and are one of the items covered on the new [employee orientation checklist](#).

Sources

- 2022 Mid-Michigan Regional Report (1)
- Board_Minutes_2018_06_05
- Board_Minutes_2018_06_26
- Board_packet_2018_06_05_revised
- Board_packet_2018_06_26_revised
- Campus Master Plan 2023 - Community Survey
- Combined policy change suggestions
- Copy of College Council Agenda_2018_06_19
- Copy of College Council Agenda_Minutes_2017_11_08
- Copy of College Council Agenda_Minutes_2018_01_17
- Copy of College Council Agenda_Minutes_2018_02_28
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- Copy of Copy of Core Values Bullet Points
- Copy of Copy of Core Values Bullet Points - Sheet1
- Copy of Core Values draft 2
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- Copy of FA23 Enrollment Report 9-13-23 FINAL
- Copy of MMCC Mission Brainstorming
- Copy of ROI Sheet
- Copy of Strategic Planning Committee - 3-8-21
- Dual_Concurrent_Enrollment_Handbook_2021-2022
- Employee Onboarding Worksheet 5-2021
- June_6_2023_Minutes
- Michigan Transfer Pathways Mid Michigan College
- Mid Michigan College Mission Statement and Core Values
- Mid Strategic Plan 2022-2025
- New Employee Orientation Training 6-19-23
- Programs and Pathways
- Shared Governance
- Strategic Planning Summary

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1

Mid is committed to serving both our students and our communities. In addition to having campuses in Harrison and Mt. Pleasant, Mid offers classes at [17 different off-campus locations](#), in an effort to service students in rural areas (only 50% of the geographic territory of Michigan is within a community college district) with limited higher education options. While it is challenging to secure qualified instructors, Mid is committed to providing these students with access to higher education in a face-to-face format (the modality preference in these sites) because it is consistent with our mission of empowering learners and transforming communities.

Mid has also taken significant steps to providing students with the most economical textbook options. In the winter of 2023, Mid offered 39 classes (172 sections overall) that utilized free [open educational resources](#) (OER) as opposed to a textbook, saving students over \$253,000, with a total savings of over \$2.9 million since our initial implementation in 2016. This purposeful decision was made despite significant revenue loss in our auxiliary services area. This helps significantly in our mission to deliver education to empower learners.

In an attempt to further empower learners, Mid has partnered with the Greater Lansing Food Bank and the Community Compassion Network to operate the Mid Michigan College Campus Cupboard. Opened in September 2018, and with locations in Harrison and Mt. Pleasant, the Campus Cupboard is a food pantry established to directly benefit Mid students. This special initiative is in full operation with the help of Mid's employees, students and volunteers. The Campus Cupboard is funded by a generous grant from the Mid Michigan College Foundation and community donations.

In addition to empowering learners, Mid works diligently to transform our communities through a variety of efforts. [Mid Green](#), a shared governance group focusing on environmental sustainability, has implemented several endeavors to preserve resources and encourage sustainability efforts. Through external grant funding, Mid Green installed bottle filling stations on both campuses, eliminating waste from approximately 31,000 plastic bottles since implementation. Additionally, the group has set up both campuses as drop off locations for items including metal and batteries for locals who do not have access to curbside recycling. Finally, in 2019, Mid Green spearheaded a collaborative effort with the Michigan Department of Natural Resources to transform a 1 acre plot on the Mt. Pleasant campus into a pollinator garden to help preserve pollinating insects such as bees and

the Monarch butterfly.

Mid Michigan College's Harrison Campus sits on 560 acres of beautiful, wooded land. As a service to the community, the College and various community groups have developed trails through the property for the public to enjoy. Included in this system are three 1-mile walking trail loops, a flowing 19-mile mountain bike trail, and an 18-hole disc golf course. This trail system is utilized for multiple [community events](https://www.midmich.edu/community/community-projects-events) (<https://www.midmich.edu/community/community-projects-events>), is open all year long, is equipped with heated restrooms/changing rooms, and is free for the public to use.

Mid also maintains significant partnerships with community organizations to benefit the local community. For example, Mid houses a regional office of the Small Business Development Center (SBDC). The SBDC enhances Michigan's economic wellbeing by providing free consulting, training and market research for new ventures, existing small businesses and advanced technology companies. In [2022-23](#), the SBDC assisted the local community in:

- \$14 Million in capital formation
- 1,159 jobs supported
- 30 new business starts
- 326 clients served
- 195 jobs created

Mid also serves as home to the [Central Michigan Manufactures Association](https://centralmichiganmanufacturers.org) (<https://centralmichiganmanufacturers.org>), a group of nearly 120 local manufacturers who, through Special Interest Groups (SIGs) Safety, Education, Human Resources and the Executive Roundtable have supported local companies by working on issues important to manufacturers, sharing best practices among them, educating members about available resources, and providing scholarships to area students.

Mid also offers a variety of low cost or free [lifelong learning options](#) to the public, with 110 of these classes offered in 2022-23. Additionally, Mid provides [meeting space](#) for low cost to area business, and free to non-profit organizations.

1.B.2

Mid receives approximately 98% of its [operating revenue](#) through tuition and fees, state appropriations, and local property tax dollars. The remaining 2% comes from auxiliary services (i.e. college bookstore, investment revenue, and grant monies). The college has no investors and does not generate financial returns for any external entity.

Approximately 67% of the 2022 [audited budget](#) went towards instructional costs (including instructional support) and student services. This was even higher than the previous two years, where approximately 64% of the budget went towards instructional and student services costs.

Mid's budgeting process flows from the [strategic plan](#). As departments built their strategic plans they were asked to provide budgetary estimates for each of their endeavors. In February of each year, budget officers are sent a [form](#) for requesting new budget items. Additionally, [budget summaries](#) for the past three years are sent out with instructions to make necessary adjustments.

Separately, a group consisting of representatives from Student Services, Academic Affairs, and

Institutional Research meet in early February to create an [enrollment projection](#) based on several separate models developed by the committee. Projections for fall, winter, and summer semesters are provided to Mid's executive team (President, Provost, VP for Finance and Administration, and VP for Student Services) who reconcile the projection with the strategic plan, new budget requests, and budget adjustments to approve which new initiatives will be approved and which adjustments will be made to existing budgets. Final budget approval is approved by the Board of Trustees at their June meeting.

1.B.3

Mid engages with the community in a number of ways. One such way is through the use of surveys. Some surveys are centered around a specific issue where the college seeks community input. One such example was the building of our [strategic plan](#). Input was sought from our community members regarding issues important to them. A related survey was also distributed to community members regarding our [campus master plan](#). This plan focuses exclusively on college facilities extending from the strategic plan. A survey was distributed to those that receive Mid's Connections Magazine (midmich.edu/connections). This list includes members of local chambers, service organizations, economic development groups, governmental offices, industry groups, etc. More recently, a survey was sent to community members asking for their feedback on Mid's facility needs for the next five years. This information will be used to complete our five year master plan.

Other surveys are sent more regularly to gauge interest in ongoing programmatic offerings the college offers. For example, the college offers a variety lifelong learning classes. At the end of each class, enrollees are asked to provide [feedback](#) on what classes they would like to see added to the offerings. Additionally, a larger survey is sent annually to community members asking for their preferences in lifelong learning opportunities.

Mid also supports external constituencies through the establishment of advisory committees in which staff and faculty collaborate with community, business and government leaders to ensure curriculum is current, relevant and of economic value to the community and local employers. Mid has existing advisory committees in [Accounting](#), [Administrative Assistant Professional](#), [Advanced Integrated Manufacturing](#), [Art and Graphic Design](#), [Auto](#), [Business](#), [CIS](#), [Criminal Justice](#), [Drafting](#), [Early Childhood Education](#), [HRA](#), [Medical Assistant](#), [Nursing](#), [Pharmacy Tech](#), [Phlebotomy](#), [Physical Therapy Assistant](#), [Radiography](#), and [Welding](#). There are also advisory committees for the [Tech Center](#), which primarily offers non-credit short-term and customized training programs, and our [dual enrollment](#) program (which provide guidance for our 17 off-campus locations). In addition, Mid has representation on the statewide Transfer Steering Committee consisting of two-year and four-year institutions, and participates in the working groups of [MiTransfer](#) (<https://www.midmich.edu/academics/transfer/michigan-transfer-pathways>), which works to develop common transfer pathways designed to seamlessly transfer between two-year and four-year institutions.

Finally, college representatives are active in [local service clubs](#), chambers, and economic development organizations. Representation is coordinated through our office of Community Outreach to ensure that at least one representative is active in each of the groups that exist in our in-district service region.

Sources

- ECE Community Advisory Committee_5.17.23
- 2021-22_Budget_Summary
- 2022 Mid-Michigan Regional Report
- 2023.03.06 Mid Green Agenda_Minutes
- 2023-24 Budget Request-Simple Syllabus
- Accounting Advisory Board 04-25-2023
- Accounting Advisory Committee
- Administrative Assistant Professional Advisory Committee
- Ag Market Analysis
- AIM Advisory Committee
- AIM Meeting Minutes - FA22
- Annual Budget
- Art and Graphic Design Advisory Committee
- Auto Advisory Committee
- Business Advisory Committee
- Campus Master Plan 2023 - Community Survey
- CIS Advisory Committee
- CJS Meeting Minutes - April 2023
- CMMA Directory
- Community Events 1
- Community Events 2
- Criminal Justice Advisory Committee
- Diesel Market Analysis
- Drafting Advisory Committee
- Drafting_Machine Tool Advisory Committee Meeting
- Dual Enrolled High School Students
- ECE Advisory Committee
- Enrollment Projection - Fall
- HRA Advisory Committee
- Lifelong Learning Classes
- Lifelong Learning Feedback Form
- Medical Assistant Advisory Committee
- Michigan Transfer Pathways Mid Michigan College
- Mid Strategic Plan 2022-2025
- Mid_Michigan_College_6.30.22_AUD_FS_-_final
- NUR Advisory Meeting Minutes April_2023 (1)
- Nursing Advisory Committee
- OER Savings
- Online Course Development
- Pharm Tech Advisory Committee
- Phel Advisory Committee
- PTA Advisory Committee
- PTA May 2023 Advisory Committee
- RAD Spring 23 Advisory Meeting
- Rad Tech Advisory Committee
- Room Rental
- Service Organization Reps
- Strategic Planning Summary
- Strategic Planning Summary (2)

- Tech Center Advisory Committee
- Thumb Advisory Committee
- Thumb Minutes June 2023
- Welding Advisory Committee

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

Mid infuses principles like engaging diverse perspectives and global/civic learning through its curriculum. We utilize the [Degree Qualifications Profile](#) (DQP) as our framework for assessment. Within this framework is the proficiency Engaging Diverse Perspectives. Engaging Diverse Perspectives is one of the DQP's Intellectual Skills, which serves as the basis for our general education assessment. Every student who completes a degree or certificate at Mid must complete our general education requirements which throughout the course offerings, assess each of the Intellectual Skills. Mid offers over [130 courses](#) that assess Engaging Diverse Perspectives as one of the learning outcomes of the course. The General Education committee has set a goal of an 80% competency rate across the general education program, and in each of the past three semesters, Mid students have exceeded 80% [competency rates](#) on Engaging Diverse Perspectives.

In addition to the Intellectual Skills proficiency, the General Education committee has added Ethical Discourse as a college-specific proficiency. The goal of this proficiency is to assist students with describing the ethical issues present in prominent problems and engaging in dialog that sharpens their understanding of their ethical positions and those of others in the dialog. This proficiency is assessed in [88](#) of our general education courses. And much like Engaging Diverse Perspectives, Mid students are well above the 80% competency rate established by the committee as our target.

In addition to Engaging Diverse Perspectives, the DQP also lists Civic/Democratic and Global Learning as one of its competencies. While this competency is not built into the general education program, [76](#) courses offered at Mid assess this proficiency as a learning outcome of their course. Of particular note is the recent addition of two [study abroad experiences](#) (one to the Florida Keys, and one to Belize) that emphasize ecological citizenship and the importance of environmental conservation measures as a global initiative (<https://www.midmich.edu/academics/study-abroad>).

In addition to curricular activities, Mid engages students in several co-curricular activities to help prepare students for informed citizenship and workplace success. For example, on Constitution Day each year, Mid's Phi Theta Kappa sponsors a host of events to help students learn more about the U. S. Constitution and how they can value this important document. Relatedly, Mid has recently been designated as a Voter Friendly Campus by the National Association of Student Personnel Administrators and the [Campus Vote Project](#) (<https://www.midmich.edu/campus-life/student->

life/events/voter-engagement). One of only 258 campuses across the country designated as such, Mid was evaluated based on a written plan for how we planned to register, educate, and turn out student voters in 2022, how we facilitated voter engagement efforts on our campus and a final analysis of our efforts.

Mid's Career Center team helps students discover a meaningful career. Students have access to innovative tools to choose a career path that meets their interests, skill level, personal values, lifestyle, and the current job market. In addition to the resume building, internship/apprenticeship assistance, and job search techniques that Mid offers, students also have the opportunity to participate in Mid's [Laker Leadership Academy](#). The [Laker Leadership Academy](#) is designed to encourage and empower current students by providing engaging opportunities hosted by Mid alumni and local professionals that allow students to network and develop key skills that positively impact future success. Plus, students who complete the series receive a \$500 scholarship from the Mid Michigan College Foundation to support their continuation toward a credential.

1.C.2

Mid Michigan College is committed to ensuring an inclusive environment and treating all equitably. This commitment starts with our Board of Trustees [policy statement on non-discrimination](#). It's also reiterated in the [employee handbook](#). However, Mid's commitment goes beyond policy statements. Mid has Veterans Services and a Student Accommodation Services offices that provide resources and support to our veteran population along with our students with disabilities. Mid also partners with a local organization called Ten16 to offer the [Collegiate Recovery Education & Wellness program \(CREW\)](#). This program offers a comprehensive response to issues related to alcohol and other drugs for students both on campus and in the community (www.midmich.edu/student-resources/support-for-success/wellness/college-assistance-resources/mid-crew-recovery). CREW integrates a collection of prevention, early intervention, and peer support activities and makes these activities available to all students, regardless of whether they have a mild, moderate, or severe substance use disorder, and are in early or established recovery.

Mid also has several student organizations, including the Gender Sexuality Alliance, Human Rights and Wellness, and Native Peoples clubs that all are designed to educate our campus community on issues specific to diverse populations, and provide safe spaces for students to discuss issues. Additionally, Mid is committed to providing overall student wellness options with dedicated [spaces](#) on the Mt. Pleasant campus with the Student Mindfulness Space and The Nest, which are designed to provide a variety of services including (www.midmich.edu/student-resources/support-for-success/wellness/college-assistance-resources/wellness-spaces):

- Yoga
- Tai Chi
- Meditation
- Quiet Space
- Campus & Community Resources
- Wellness Workshops
- Group Discussions/Talking Circles
- Wellness Training

1.C.3

As mentioned previously, engaging diverse perspectives is a required proficiency within Mid's

general education program that is assessed by over 130 different courses. Even though Mid Michigan College is located within an ethnically homogeneous area, Mid strives to be part of a global society where diverse perspectives and ideas are discussed and respected. As such, Mid has created the [committee for Inclusivity, Diversity, Equity, and Action \(IDEA\)](#). This group, with representation from students and all employee groups, assesses campus climate and its inclusion, diversity, and equity efforts in order to make recommendations to internal and external stakeholders to foster positive change. The group has developed their own [strategic plan](#), which in part encompasses a variety of [recognition events and displays](#). Some recent examples sponsored by the group include displays for [Juneteenth](#), as well as [Pride Month](#). Additionally, the group sponsors a [documentary screening series](#) focused on a variety of recognition months. For the past three years Mid has partnered with the Saginaw Chippewa Indian Tribe to host a large event on [Indigenous Peoples Day](#) (www.midmich.edu/community/community-projects-events/honoring-indigenous-peoples-day). This features a variety of national and local speakers (including both U.S. Senators from Michigan), displays, and performances, is free of charge and open to everybody, including the public.

In an effort to improve the experience for students who have disabilities, Mid created The [Accessibility Collaborative](#), which pairs students who have accommodations with faculty members who want to make their courses more accessible. We anticipate improving student and instructor experiences in online courses by adopting more accessible course content, instructional practices, and uses of educational technology.

Mid's [Safe Zone Ally Program](#) (www.midmich.edu/student-resources/support-for-success/wellness/college-assistance-resources/safe-zone-ally) responds to the needs of the campus community. The goal of this program is to provide a welcoming environment for lesbian, gay, bisexual, transgender, questioning/queer, intersex, asexual persons as well as those who do not identify with a specific label (LGBTQIA+) by establishing an identifiable network of individuals who can provide support, information and a safe zone for students and staff. We understand that those who identify as LGBTQIA+ may or may not have additional needs for support; therefore, Allies are equipped with a knowledge base to provide support and advocacy when needed.

Sources

- Assessment Results
- Board Non-Discrimination Policy
- Civic
- Copy of Brainstorming for IDEA Committee Strategic Plan
- Copy of IDEA Event Recognition _ Celebration List 2023
- Documentary Screening Series 2023 (1)
- DQP-grid_AS_FINAL
- Engaging Diverse P
- Ethical Reasoning
- IDEA 2023.05.16 (2)
- Indigenous Peoples Day
- Juneteenth Vertical 2x6
- Laker Leadership Academy _ Mid Michigan College
- Laker Leadership Flyer
- Master List of Course Proficiencies 4
- Mid Crew - Recovery Program _ Mid Michigan College

- Mid Safe Zone Ally Training and Reference Manual (Accessibility Copy - Electronic Delivery)
- Mid Strategic Plan 2022-2025
- Mid Votes
- Mid Votes 2
- Participant Guidebook
- Student Wellness Space _ Mid Michigan College
- Study Abroad at Mid
- THE FIRST PRIDE WAS A RIOT-3 (1)

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Mid Michigan College's mission statement, "We develop knowledge and ability to empower learners and transform communities," is the result of a comprehensive revision process that began in 2017. Previously, the institution had a lengthy mission statement that was considered impractical, prompting the President to lead a collaborative effort to create a more concise and effective mission statement. The revision process involved various stakeholders, including faculty and staff, and utilized a series of Shared Governance committees to identify priorities and key phrases. The final mission and values statements were presented to the Board of Trustees for approval in June 2018. In 2021, the mission statement underwent minor word changes as part of the institution's strategic planning process.

Mid's mission and value statements are articulated publicly in a variety of ways including a dedicated website, the college catalog, and the display of signage around campus. New employee orientations and the Employee Handbook both discuss the mission and vision statements.

Mid Michigan College serves its community by offering a wide range of programs and services, with campuses in Harrison and Mt. Pleasant. The institution provides educational opportunities for both traditional and non-traditional students, including those pursuing enrichment, university transfers, and technical careers. In addition to its degree and certificate programs, Mid offers non-credit training programs through its Workforce and Economic Development division, benefiting nearly 1,000 participants in 2022-2023.

The mission statement aligns with the institution's course offerings. The college actively engages with the community to fulfill its mission of transforming communities, including hosting advisory committees, conducting surveys, and participating in regional initiatives like MiTransfer.

Mid Michigan College is committed to promoting environmental sustainability and civic engagement. Through its Mid Green group, the college has implemented initiatives to reduce waste and support pollinator habitats. The college also offers outdoor recreational facilities, including walking trails, a mountain bike trail, and a disc golf course, for the community to enjoy.

Additionally, Mid collaborates with local organizations like the Small Business Development Center (SBDC) and the Central Michigan Manufacturers Association to support economic development and local businesses. The college provides low-cost or free lifelong learning opportunities and meeting space for businesses and nonprofit organizations.

The institution's commitment to diversity and inclusion is reflected in its curricular and co-curricular activities. Students are encouraged to engage with diverse perspectives and participate in programs like the Laker Leadership Academy. Mid Michigan College also supports students with disabilities, veterans, and those in recovery through various services and programs.

The college actively seeks community input through surveys and advisory committees and is

designated as a Voter Friendly Campus. Mid's Career Center helps students explore meaningful career paths, and it places importance on ethical discourse and engaging diverse perspectives in its curriculum. The institution is also involved in initiatives to create a more inclusive and diverse campus environment, as evidenced by its Inclusivity, Diversity, Equity, and Action (IDEA) committee.

In summary, Mid Michigan College's mission is to empower learners and transform communities, which it achieves through a range of educational programs, community engagement, and a commitment to diversity and sustainability. The institution actively seeks community input and continually adapts its mission to align with its evolving goals and the needs of its students and the broader community.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1

Mid's mission statement is:

"We deliver knowledge and ability to empower learners and transform communities."

As detailed in 1.A, the institution [began the process](#) of building a new mission statement in the fall of 2017. After a robust process involving all of the college's shared governance committees and guided by College Council, mission and value statements were brought to the Board of Trustees in June of 2018 for [initial review](#). They were officially [adopted](#) by the Board of Trustees later that month.

During the development of the 2022-2025 strategic plan, Mid reviewed the mission and purpose statement and came to the conclusion that they were still appropriate. The Board of Trustees reviewed the recommendation and made some [minor wording revisions](#). The updated mission and value statements were officially [adopted](#) by the Board of Trustees in June 2023.

Accompanying this mission statement is a set of Core Values that include: people, integrity, learning, community, and excellence.

PEOPLE

Mid creates opportunities for all people by treating them fairly and respectfully. We believe that by valuing diversity in people and ideas, we grow more insightful and compassionate. We maintain open access to education and provide caring, inclusive, and safe learning spaces that promote global considerations, equity, and equality.

- We honor the successes and contributions of students, employees, and teams across the College.
- We provide resources and opportunities that promote student and employee success, growth, and advancement.

- We are open to all viewpoints and participate in College governance and initiatives.
- We approach situations and people flexibly and with empathy, compassion, and respect for all individuals.

INTEGRITY

Mid values trust-building through ethical decision making, transparency, and honesty. We keep our commitments, act consistently and fairly, and make evidence-informed decisions that promote our mission. We are forthright and accountable to our students, employees, and constituents.

- We are consistent and dependable in our communication, processes, and follow through.
- We take responsibility for our actions, decisions, and the processes that led to them.
- We commit time to being informed and to informing the College community.

LEARNING

Mid values the transformational power of learning. We inspire and empower lifelong curiosity, growth, and achievement through teaching and learning. Both within and beyond the classroom, we are student-centered. We hold ourselves to the highest standards of academic rigor and excellence so that students can make a better future.

- We make learning engaging, interactive, and relevant.
- We encourage and invest in lifelong learning, both professionally and personally, for our employees, community members, and students.
- We respect different learning styles and support each student and employee in actively engaging with their own success.
- We encourage growth mindsets so that students and employees have the courage to innovate.

COMMUNITY

Mid values community and building collaborative relationships. We are careful stewards of our own resources, and we invest in meeting our communities' needs for more engaged, skilled, and thoughtful citizens. Through strong and innovative partnerships, we support economic vitality and broaden our reach.

- We create resources, events, activities, and educational programming to benefit and engage our communities
- We strive to be active and positive forces in our communities through volunteering, civic engagement, and service.
- We prepare our students for gainful employment that strengthens the workforce and communities.

EXCELLENCE

Mid maintains the highest standards. We promote innovation so that our contributions are relevant

and meaningful today and in the future. We stay adaptable and responsive to the needs of those we serve, because we serve an ever-changing world. We encourage creative solutions and new, bold approaches. We engage and value passionate leaders at all levels of the institution, because we believe that we are stronger together.

- We commit to communicating with all departments to achieve excellence.
- We investigate and engage in best practices.
- We make careful decisions that consider our impacts on our students, employees, and communities.
- We give timely and specific feedback to improve student and staff performance.

2.A.2

Mid Michigan College operates with integrity in its financial, academic, human resources, and auxiliary functions. The ethical operation of the College is evidenced, in part, by the [policies](#) adopted by the Board of Trustees. To ensure transparency, all Board of Trustee policies are detailed on the college website (www.midmich.edu/community/about-mmcc/college-governance/board-trustees/board-policies). Specifically, Board of Trustee policy 303.05 specifically states:

"The Board shall adhere to the principle that no public servant or employee of the College shall be a party, either directly or indirectly, to a contract with the College.

No public servant or employee of the College shall solicit, either directly or indirectly, any contract between the College and

- A. Themselves;
- B. Any firm of which the public servant or employee is an affiliate;
- C. Any private corporation in which the public servant or employee is an affiliate;
- D. Any trust of which the public servant or employee is a beneficiary or trustee.
 1. A stockholder of more than 1% of the total outstanding stock of any class if the stock is not listed on the stock exchange;
 2. A holder of stock with a present market value greater than \$25,000 if the stock is listed on a stock exchange; or
 3. A director, officer, or employee; or

The foregoing shall not apply to a public servant or an employee who is paid for working less than 25 hours per week provided:

- A. The public servant or employee shall promptly disclose their interest in the contract, which disclosure is made as a matter of record in the Board's official proceedings.
- B. The contract is approved by a vote of not less than 2/3 of the membership of the Board of Trustees.
- C. The minutes disclose the name of each party, the terms of the contract and the nature of the pecuniary interest involved."

This policy (and all others) are discussed at the time of [onboarding](#) with further general Board of

Trustee [trainings](#) provided by the Michigan Community College Association.

The college also strives to maintain integrity in its hiring processes. All of the academic divisions have created minimum qualification guidelines consistent with HLC requirements:

[Business and Professional Studies](#)

[Health Sciences](#)

[Liberal Arts and Sciences](#)

[Workforce and Career Education](#)

Additionally, standard policies and rubrics have been developed for [hiring managers](#) to guide them in [screening](#), [interview](#), and [reference check](#) procedures.

Employees of Mid are also required to complete annual [training modules](#) offered by Vector LMS. These modules include: Title IX, Active Shooter, Bloodborne Pathogen Exposure Prevention, Conflict Management, Diversity and Inclusion, FMLA, Workers' Compensation, FERPA, Drug Free Workplace, Hazard Communication, Sexual Harassment, and Sexual Violence (Campus SAVE Act). Additional modules on Defensive Driving and Distracted Driving and required for employees listed as eligible to drive campus vehicles. Additional modules are also required of Campus Security Authorities. Furthermore, grievance policies are detailed respectively in the [faculty](#), [staff](#), and [student](#) handbooks, websites, and/or contracts.

The college strives for transparency in all of its financial and budgeting reporting and processes. As discussed in Core Component 1.B, the budgeting processes are built on annual [enrollment projections](#) and tied back to its strategic plan regarding [new requests](#) and [budget adjustments](#). The college publishes all audit reports, along with its budget summary, debt service obligations, and local strategic value report on its [website](#) (www.midmich.edu/departments/ir/reports-plans/transparency-reporting). The most recent [Moody Bond Rating](#) in 2020 assigned the college a rating of Aa3. Per the reviewers,

"the Aa3 issuer rating reflects the college's moderately-sized tax base located in central Michigan, with below average socioeconomic characteristics. Additionally factored are the college's satisfactory financial operations, despite enrollment declines, including healthy fund balance and liquidity, along with its low debt burden. The low debt balances the college's above average exposure to unfunded post-retirement pension and OPEB liabilities. The lack of rating distinction between the college's issuer rating and the ratings assigned to GOLT bonds is based on the college's full faith and credit pledge towards the repayment of the bonds."

While the college exists within a challenging enrollment environment, one factor that could lead to upgrades was a "significant tax base expansion coupled with rising resident income indices." In 2021 Mid Michigan College successfully annexed the Mt. Pleasant school district into our in-district territory, significantly expanding the property taxes collected to support college operations.

Sources

- 2023 Board Training Plan
- 2023-24 Budget Request-Simple Syllabus
- Annual Budget
- Board Policies
- Board Trustee Orientation Guide
- Board_Minutes_2018_06_26
- Board_packet_2018_06_05_revised
- Candidate_Screening_Rubric_Individual_8-2022
- College_Catalog_2023-2024
- Copy of College Council Agenda_Minutes_2017_11_08
- Copy of Copy of Faculty Qualifications for Career_Workforce
- Copy of Faculty Qualifications for Business and Professional Studies
- Copy of Faculty Qualifications for Health Sciences
- Copy of Faculty Qualifications Policy for Liberal Arts and Sciences
- Debt_Service_2019-20
- Enrollment Projection - Fall
- Faculty Qualifications for Health Sciences
- FSA_MASTER_AGREEMENT_2022-2024 (1)
- Hiring_Manager_User_Guide_-_updated_10-12-21 (1)
- June 2023 Board Meeting Packet
- June 2023 Minutes
- Mertes 2023-2024
- Mid Compliance Modules E-mail
- Mid_Michigan_College_6.30.22_AUD_FS_-_final
- Moodys Press Release-Rating Action-assigns-Aa3-to-Mid-Michigan-Colleges-GOLT-bonds - 16Jan20
- Post_Interview_Evaluation_Rubric (2)
- Reference_Check_Procedures_for_Hiring_Managers (1)
- Transparency Reporting Mid Michigan College

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1

Mid utilizes several channels/communication tools/platforms to present itself to students and the public. Among them are the college website, [college catalog](#), public relations outreach, social media, print materials, annual report ([midmich.edu/connections](#)), emails, digital sign, direct mail, campus tv screens, phone calls, text messages, video, and forms.

All Information that eventually goes to the public is carefully vetted before being published through any of these methods through extensive collaboration and approval processes between the College's Strategic Communications ([midmich.edu/departments/marketing-communications](#)) team and sponsoring departments. Discussions surrounding the target audience, the channel being used to convey the information, and confirmation of key details are had often to ensure that information is accurate, meaningful, and impactful for those intended to consume it. Additionally, the college catalog is reviewed by all divisions of the college each spring, prior to final publication. Each department reviews pages/sections specific to their operation and makes necessary changes, which are then referred to Strategic Communications.

The website is the College's most ubiquitous communication tool and allows for timely alerts to be featured as well as provides easy access to the college directory, admissions and program applications, cost of attendance, a net price calculator, registration instructions, accreditation statements, program details, a public course search function that does not require login, safety information, college governance structure, etc. The site also provides information and access to support services for students related to challenges faced outside of the classroom like transportation and food-security issues, as well as mental health supports.

Because the website is such an important communication tool, the College has a process for ongoing and annual reviews. The bottom of each webpage has a link that allows users to provide feedback. The feedback could include errors, accessibility issues, outdated content, broken links, etc. These feedback reports go to the Strategic Communications office to be addressed. Additionally, the Strategic Communications offices manages a process each year whereby all pages on the website are reviewed for accuracy and content by the department responsible for the page. At this point, any issues are reported to Strategic Communications for correction. In the near future, departments will have the ability to fix these issues on their own at any time.

2.B.2

Overall, the College does not make many claims regarding its contributions to the education experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development. Mid does not have robust offerings in these areas.

The College does offer experiential learning – primarily in the skilled trades areas. Some of the hands-on learning happens during internships, which is outlined on the College’s Internship and Apprenticeships webpage (www.midmich.edu/student-resources/career-center/internships-apprenticeships). There are a number of student testimonials on this page to validate the information on the site.

Institutional Research collects and organizes data for College metrics on assessment data, degrees and certificates awarded, employment outcomes, graduate survey results, licensure and transfer rates, fall-to-fall retention and fall-to-spring persistence. Data are compiled and presented to the Board of Trustees each year through the [annual academic report](#). This report is available to the public on the [student right to know](#) website (<https://www.midmich.edu/community/about-mmcc/student-right-know>). Additionally, [Institutional Research](#) updates and posts a series of dashboards that contain data on programs, subjects, and enrollment (<https://www.midmich.edu/departments/ir>).

Strategic Communications produces a variety of [infographics](#) detailing information on college student body and other data elements that are used in online and print marketing and informational pieces.

Financial, budgetary, debt service, and local strategic value information are all available for public viewing on the college's [transparency website](#) (<https://www.midmich.edu/departments/ir/reports-plans/transparency-reporting>).

Prior to the annexation campaign in 2020, Mid commissioned an [economic impact study](#) to determine the College's impact on the local communities. This was to ensure accurate and up to date information for dissemination in public presentations and marketing materials.

Sources

- Annual Academic Report to the Board 2022-23
- Connections-Annual Report _ Mid Michigan College
- Info Graphics
- Institutional Research
- Mid_ExecSum_1819_Final
- Mid-Michigan-Website-Audit-Presentation-021022-Stamats
- Strategic Communications
- Student Right to Know _ Mid Michigan College
- Transparency Reporting _ Mid Michigan College

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1

Mid is governed by a seven-member Board of Trustees elected at large, as stipulated by Public Act 331 of 1966 as amended, by citizens who reside in one of the public school districts of Beaverton, Clare, Farwell, Gladwin, Harrison or Mt. Pleasant. Members of the Board of Trustees shall not be currently employed by Mid Michigan College or EduStaff. The Board of Trustees establishes those broad policies appropriate to the functioning of the College. The Board derives its authority from the community and therefore must act on behalf of – and be accountable to – the entire community. The Board of Trustees forms a vital link between the College and the community, facilitating communication on behalf of the College's interests.

After being elected, members of the [Board](#) attend an onboarding meeting with the President, the Administrative Assistant to the President and Board of Trustees, the Associate VP of Human Resources, and the Director of IT. They begin their [training](#) at that point. In August of 2023, the Board adopted a new [onboarding process](#) that detailed specific topics to be discussed through a multitude of online and in-person resources.

Trustees are expected to attend an annual Board retreat and attend training sessions/conferences hosted by the [Michigan Community College Association](#).

Per Board policy 202.01, "there shall be an official meeting of the Board of Trustees once each month. The monthly date can be changed by a vote of the majority of the Board at any official meeting of the Board of Trustees. The schedule of official meetings must be publicly posted in accordance with the Michigan Open Meetings Act. The schedule of other meetings/workshops of the Board of Trustees shall be governed by the Michigan Open Meetings Act."

In 2021 the Board conducted a [self-evaluation](#) to identify areas where they sought improvement as a group. They are working internally on setting up improvement plans and metrics.

2.C.2

The Board of Trustees participates in the strategic, annual and quality assurance planning processes to encourage continuous improvement of policies and procedures to better support efficient and effective College operations. The Board is updated [monthly](#) on the progress of the [strategic plan](#). All Board decisions are made with these plans in mind.

2.C.3

The Board of Trustees generally meets the first Tuesday of every month on the Harrison campus, unless otherwise posted. Prior to each monthly Board meeting, the Board hosts a [workshop](#), many of which contain updates on departmental strategic plans. This is designed to provide them with the most up to date priorities and progress that has been made.

There are two Board meetings in June to compensate for the lack of a meeting in July. A complete list of meeting dates and locations is available on the [Meeting Schedule page](#) (www.midmich.edu/community/about-mmcc/college-governance/board-trustees/meeting-schedule). All meetings are open to the public and provide a public comments section at the beginning of the meeting. Minutes for the 2023 meetings are below.

[January](#)

[February](#)

[March](#)

[April](#)

[May](#)

[June \(1\)](#)

[June \(2\)](#)

[August](#)

2.C.4

Per Board Policy 303.05:

The Board shall adhere to the principle that no public servant or employee of the College shall be a party, either directly or indirectly, to a contract with the College.

No public servant or employee of the College shall solicit, either directly or indirectly, any contract between the College and

A. Themselves;

B. Any firm of which the public servant or employee is an affiliate;

C. Any private corporation in which the public servant or employee is an affiliate;

D. Any trust of which the public servant or employee is a beneficiary or trustee.

1. A stockholder of more than 1% of the total outstanding stock of any class if the stock is not listed on the stock exchange;
2. A holder of stock with a present market value greater than \$25,000 if the stock is listed on a stock exchange; or
3. A director, officer, or employee; or

The foregoing shall not apply to a public servant or an employee who is paid for working less than 25 hours per week provided:

A. The public servant or employee shall promptly disclose their interest in the contract, which disclosure is made as a matter of record in the Board's official proceedings.

B. The contract is approved by a vote of not less than 2/3 of the membership of the Board of Trustees.

C. The minutes disclose the name of each party, the terms of the contract and the nature of the pecuniary interest involved.

Each Board member signs an [Oath of Office](#) form which includes a Conflict of Interest checklist.

2.C.5

Per Section 100 of the Board of Trustees policies, "the President has [delegated](#) the following personnel to oversee and develop procedures in accordance with the related Board of Trustee policies. Implicit in this delegation of duties is the requirement to seek input from appropriate parties and gain any related approvals necessary in implementing procedures. Delegation is effective as of the date indicated and may be changed at the president's discretion unless so specified in the Board of Trustees Policy. Substantive changes in practice or procedure require approval by Strategic Council." To this end, policies and procedures are generally recommended through College administration or governance committees and approved by the full Board. Implementation of these policies and procedures is delegated to the president and administration in close partnership with faculty. The College's shared governance structure facilitates this implementation process.

Additionally, per policy 303.09.01, "the President shall have the authority to purchase all materials, supplies, equipment and other items that have been approved as part of the adopted budget. The President may delegate this authority to the Vice President of Finance and Administration who shall establish purchasing procedures. The President and Vice President of Finance and Administration shall designate those persons who are authorized to commit the College for goods and services. Any other commitments are not binding on the College. In all cases, the College reserves the right to modify or waive established policy or procedure if deemed to be in the best interest of the College."

Sources

- 2023 Board Training Plan
- April_4_2023_Minutes
- August_1_2023_Minutes
- Board Oath of Office
- Board Trustee Orientation Guide

- Delegation Roster
- Department List and Presentations
- February_7_2023_Minutes
- Helpful Resources for Trustees
- January_10_2023_Minutes
- June_20_2023_Minutes
- June_6_2023_Minutes
- March_14_2023_Minutes
- May_2_2023_Minutes
- Meeting Schedule _ Mid Michigan College
- Mid Strategic Plan 2022-2025 (1)
- Trustee Institute
- Trustee Self Evaluation 2021

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

Mid's commitment to academic freedom is specifically spelled out in the [faculty master agreement](#). This agreement states:

1. The faculty member shall have the freedom to report the truth in the discipline of their professional expertise as they see it both in the classroom and in reports of research activities. There shall be no artificial restraints which would impair the faculty member's ability to present their subject matter in this context providing it is consistent with the College's adopted course outcome objectives.
2. Both the Board and Faculty Senate recognizing the importance of seeking to inspire students to develop respect for truth, a recognition of individual freedom, social responsibility and democratic tradition and an appreciation of individual personality are pledged to work together to create and preserve an atmosphere which is free from censorship and artificial restraint and in which academic freedom for teacher is guaranteed. No special limitation shall be placed upon study and investigation of facts and ideas concerning humankind, the physical and biological world or other branches of learning within curriculum guidelines approved pursuant to this Agreement.
3. The ownership of any materials developed solely by a faculty member's individual effort and expense shall vest in the faculty member and be copyrighted, if at all, in their name.
4. The ownership of materials produced solely for the College and at College expense shall vest in the College and be copyrighted, if at all, in the College's name.
5. In those instances where materials are produced by a faculty member with College support by way of use of significant support personnel time, facilities, or other College resources (i.e., more than \$1,800 value), ownership of the materials or process shall vest (and be copyrighted, if at all) jointly with the faculty member and the College. The parties may use and/or alter such materials for their own benefit, including rights to copy and distribute for classroom use, at no cost to the College, with appropriate citation to original work. Joint ownership remains with modifications or alterations. To the extent required by law, resources created with the Department of Education's competitive grant will be required to be openly licensed for public use, reproduction and distribution.

Mid is also committed to providing students the freedom to express themselves and assesses this with the [end of course survey](#). Specifically, students are asked to rate their class on the following:

"Students in this class felt free to ask questions, participate in class, and express their ideas."

In fall 2022, in each of four academic areas, at least 85% of respondents answered either strongly agreed or agreed:

[Business and Professional Studies](#)

[Health Sciences](#)

[Liberal Arts and Sciences](#)

[Workforce and Career Education](#)

Sources

- 2022FA Course Survey Results Business and Professional Studies
- 2022FA Course Survey Results Health Sciences(2)
- 2022FA Course Survey Results Liberal Arts
- 2022FA Course Survey Results Workforce and Career
- Faculty Eval Questions

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1

As an institution of higher education, Mid Michigan College recognizes that research is an essential component of the process by which new knowledge is created. Like other community colleges, Mid places its greatest emphasis on classroom instruction. As a result, the amount of formal research conducted by students and faculty is smaller than that conducted at many four-year institutions. However, because research is an important part of the learning process, Mid has established a formal process of institutional review to ensure that research activity is conducted in a manner that does not harm participants. To conduct this process, the College has created an Institutional Review Board (IRB) responsible for overseeing all scholarly research conducted at the College.

The creation of Mid's IRB was officially [presented](#) to the Board of Trustees in 2016. The IRB reviews research proposals by faculty, staff and external requestors. It is chaired by a full-time faculty member with support from the Assistant Vice President for Institutional Research. Because of the infrequent nature of requests, the IRB has become somewhat outdated. A renewed push for updating and training will begin during the 2023-24 academic year.

2.E.2

Students are introduced to the [Student Conduct Code](#), particularly as it relates to academic dishonesty, by the inclusion of a mandatory statement on each course syllabus directing them to the college [catalog](#) which contains the full Academic Dishonesty policy. The policy spells out examples of plagiarism and academic dishonesty and the discipline that accompanies such acts.

Education on this topic is provided in several forms. Mid's Library and Learning Services (LLS) conducts classroom visits during the beginning of each semester educating students on a variety of topics including conducting research, academic vs. non-academic articles, copyright issues, plagiarism and academic dishonesty. Similar information is posted on the Library and Learning Services website. To provide an additional educational opportunity, Library and Learning Services recorded [videos](#) on many of these topics. Due to accessibility concerns, these videos are being re-recorded beginning in the fall of 2023.

2.E.3

As stated earlier, the college uses the Degree Qualifications Profile (DQP) as the framework for its assessment of student learning. Two of the proficiencies among the DQP are Use of Information Resources, and Ethical Reasoning. Use of Information Resources is assessed by [166 Mid courses](#). Ethical Reasoning is assessed by [88 Mid courses](#). All students that graduate with a degree or certificate are required to complete classes that assess all of the DQP proficiencies. Students in all degree programs and certificate programs must complete ENG.111, a gateway college composition course that, as one of its learning outcomes, teaches students how to identify, summarize, cite, analyze, and synthesize academic and non-academic sources as well as write, read, discuss and research academic subjects in ways that reinforce the dialogic nature of writing.

In order to learn and practice their ethical research skills, students have access to resources and support through [Library Services](#), the Tutoring Center and the Writing Center, in addition to classroom resources. Staff provide detailed presentations on academic research along with numerous electronic resources.

2.E.4

The [Student Conduct Code](#) is integral to developing an atmosphere conducive to student and educational growth that ensures ethical learning and research practices. At the beginning of each semester, the Director of College Compliance and Ethics sends out an e-mail to all registered students with a link to the [Student Right to Know](#) website (www.midmich.edu/righttoknow). This website contains links to the Code of Conduct and academic dishonesty. The Code of Conduct is also included in the [college catalog](#) (beginning on page 63). Per the [faculty master agreement](#) (page 15), all [faculty syllabi](#) must contain a statement on academic dishonesty and a link to the College catalog section on academic dishonesty. The policy includes the consequences of violating the course and/or College policy, and specifically, that the behavior will be recorded by the College.

A faculty member has original [jurisdiction](#) over any instances of academic misconduct that occur in a course which the faculty member is teaching. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying a sanction no greater than an F for the course. If the incident is in dispute, or if the faculty member believes sanctions greater than a failing grade should be considered, the student should be given the opportunity to resolve the matter informally in a meeting with the faculty and the department Dean. If the matter cannot be resolved informally, or should the student request, the matter will proceed through the formal resolution process.

Sources

- 2023FA-MAT-104-M01-Basic-Algebra
- Academic Dishonesty Statistics
- Academic vs Non-Academic Articles _ Mid Michigan College
- Board_minutes_2016_04_05_corrected_minutes
- Code of Conduct

- Ethical Reasoning
- Master List of Course Proficiencies 4
- Student Right to Know _ Mid Michigan College
- Video on Searching

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Mid Michigan College is governed by a seven-member Board of Trustees elected at large, as mandated by Public Act 331 of 1966, with amendments. These trustees are elected by citizens residing in the public school districts of Beaverton, Clare, Farwell, Gladwin, Harrison, or Mt. Pleasant. Importantly, board members must not be employed by Mid Michigan College or EduStaff. The Board of Trustees plays a pivotal role in the institution's governance by establishing broad policies that are appropriate for the college's operations. The authority of the board is derived from the local community, and it is responsible for acting on behalf of and being accountable to the entire community.

After their election, board members undergo an onboarding process, which includes meetings with key personnel such as the President, Administrative Assistant to the President and Board of Trustees, Associate VP of Human Resources, and Director of IT. In August 2023, the Board adopted a new onboarding process that outlines specific topics to be discussed using various online and in-person resources. Board members are also expected to attend an annual Board retreat and participate in training sessions and conferences hosted by the Michigan Community College Association.

The Board holds official meetings once each month, with the flexibility to change the monthly date through a majority vote at an official meeting. The schedule of these official meetings must be publicly posted in compliance with the Michigan Open Meetings Act. Additionally, the schedule of other meetings and workshops of the Board of Trustees is governed by the Michigan Open Meetings Act. In 2021, the Board conducted a self-evaluation to identify areas for improvement, and they are actively working on setting up improvement plans and metrics.

The Board of Trustees actively participates in the strategic, annual, and quality assurance planning processes to encourage continuous improvement of policies and procedures that enhance efficient and effective college operations. The Board receives monthly updates on the progress of the strategic plan, and all of their decisions are aligned with these plans. The board serves as a crucial link between the college and the community, facilitating communication in the best interests of the institution.

The Board and Faculty Senate jointly work to create and maintain an atmosphere free from censorship and artificial restraint, ensuring academic freedom for teachers. The institution ensures academic freedom and freedom of expression in teaching and learning, which is explicitly outlined in the faculty master agreement. This agreement emphasizes the freedom of faculty members to teach and report the truth within their expertise without artificial restraints, provided it aligns with the college's course outcome objectives. To support these values, students are encouraged to express themselves freely. An end-of-course survey evaluates whether students felt free to ask questions, participate in class, and express their ideas. Notably, in fall 2022, at least 85% of respondents in four academic areas (Business and Professional Studies, Health Sciences, Liberal Arts and Sciences, and Workforce and Career Education) strongly agreed or agreed with this statement.

In addition, the institution has policies and procedures in place for the responsible acquisition, discovery, and application of knowledge by its faculty, staff, and students. These policies emphasize maintaining professional standards, oversight, ethical behavior, and fiscal accountability in basic and applied research. Support services are provided to ensure the integrity of research and scholarly practices. Students are also given guidance in the ethics of research and the use of information resources, while policies on academic honesty and integrity are enforced.

Mid Michigan College maintains a clear and comprehensive approach to presenting itself to students and the public. The institution uses various communication channels and tools, including its website, college catalog, public relations outreach, social media, print materials, annual reports, emails, digital signage, direct mail, campus TV screens, phone calls, text messages, videos, and forms to ensure transparency and provide accurate information.

The college's website is a central hub for information, offering easy access to details about academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships. It also provides essential information for students, including program details, a public course search function, safety information, and support services for various student challenges.

Mid Michigan College places great emphasis on ensuring the accuracy of information presented to the public. Information is thoroughly reviewed, vetted, and approved through a collaborative process involving the college's Strategic Communications team and relevant departments. This careful approach ensures that the information is accurate, meaningful, and impactful.

The college's communication channels are used to provide targeted and timely information to various audiences, especially during recruitment and retention phases. This helps students navigate key processes and stay informed about important updates and offerings.

In addition, Mid Michigan College has undergone an accessibility audit and website redesign to improve user experience and accessibility. The redesign aims to create a more mobile-friendly and accessible platform for users.

The institution also utilizes a customer relationship management system, TargetX, to enhance communication, streamline processes, and better understand student needs. This system allows for improved student support and the dissemination of information.

Mid Michigan College makes a wealth of data available to the public. Institutional Research collects and organizes data on various metrics, which are presented annually to the Board of Trustees through the annual academic report. This report is publicly accessible on the student right to know website. Additionally, dashboards with program, subject, and enrollment data are available on the college's website.

The college's financial, budgetary, debt service, and local strategic value information is also transparent and accessible to the public through the transparency reporting website.

In summary, Mid Michigan College's governance, training, and policies emphasize the importance of community accountability, academic freedom, and responsible knowledge acquisition while supporting ethical and responsible research practices. Overall, Mid Michigan College demonstrates a commitment to presenting itself clearly and completely to students and the public by providing accurate information through various channels and making data readily available for public review.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1

Mid Michigan College offers programs and courses with levels of rigor appropriate to higher education. In addition to being accredited by the Higher Learning Commission, several [programs](#) have earned separate accreditation status. Each of these programs follows and remains current with the guidelines and impactful practices espoused by their accrediting associations (<https://www.midmich.edu/community/about-mmcc/accreditation/program-accreditations>). The following programs have earned accreditation by an outside agency:

The Associate in Applied Science: Medical Assistant program is accredited through CAAHEP - Committee on Accreditation of Allied Health Education Programs and (CRB-AAMAE) – The Curriculum Review Board of the American Association of Medical Assistants Endowment. Accreditation for this program was obtained on April 30th, 1999.

The Training Credential: Pharmacy Technician program accreditation process is currently under way through ASHP – Associate Society of Health-System Pharmacists.

The Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Associate in Applied Science: Radiography program is accredited through the Joint Review Committee on Education in Radiologic Technology.

The Associate Degree in Nursing is accredited by the National League for Nursing Commission for Nursing Education Accreditation.

National Alliance of Concurrent Enrollment Partnerships (NACEP)

The Automotive Service program has received the Master Automobile Service Technology Accreditation from the National Institute for Automotive Service Excellence

Mid is approved to offer distance education through NC-SARA

The Phlebotomy program (non-credit) is accredited by the National Accrediting Agency for Clinical Laboratory Sciences

The Certified Nurses Aid program (non-credit) is approved by the Michigan Department of Licensing & Regulatory Affairs.

Additionally, Mid is affiliated with NC3, the National Coalition of Certification Centers, a nationwide network of education/training providers and corporations that develops, implements, and sustains industry-recognized certifications built on national skills standards. Through Mid's affiliation with NC3, the College is able to broaden the number of [industry certifications](#) students can earn (www.midmich.edu/academics/programs-of-study/certifications). This close partnership with industry partners helps solidify Mid's commitment to currency and appropriate quality.

As detailed in 1.B.3, Mid has existing advisory committees in [Accounting](#), [Administrative Assistant Professional](#), [Advanced Integrated Manufacturing](#), [Art and Graphic Design](#), [Auto](#), [Business](#), [CIS](#), [Criminal Justice](#), [Drafting](#), [Early Childhood Education](#), [HRA](#), [Medical Assistant](#), [Nursing](#), [Pharmacy Tech](#), [Phlebotomy](#), [Physical Therapy Assistant](#), [Radiography](#), and [Welding](#). There are also advisory committees for the [Tech Center](#), which primarily offers non-credit short-term and customized training programs, and our [dual enrollment](#) program (which provide guidance for our 17 off-campus locations). These committees provide recommendations and feedback on curriculum in an effort to keep programming consistent with contemporary needs.

While the state of Michigan has no state-level governing body overseeing higher education, Mid Michigan College is a participating member in [MiTransfer](#) Pathways, a Statewide multi-institutional degree pathway agreement that identifies courses students should complete as a part of an associate degree that will transfer to the university of their choice toward a bachelor degree, simplifying the transfer process. As part of this effort, transfer program faculty from both two-year and four-year colleges met and built [transfer pathways](#) in 10 separate areas (<https://www.midmich.edu/academics/transfer/michigan-transfer-pathways>). Through this collaborative work, faculty work to ensure Mid's transfer courses contain appropriate currency and rigor for students to succeed at their transfer destination.

Mid is also a signatory of the [Michigan Transfer Agreement \(MTA\)](#). The MTA (www.midmich.edu/academics/transfer/mta) allows for the transfer of 30 credits of core general education courses from a Michigan community college to a Michigan baccalaureate college or university. Students/Alumni may complete the MTA as part of an associate degree or as a stand-alone package if at least one course has been taken after fall 2014. Both the MiTransfer and MTA efforts assist in maintaining currency in transfer courses/pathways.

Mid programs are subject to a [comprehensive review process](#) every four years, including Mid's general education program. Specific procedures and expectations for the program review are included in the [Curriculum Committee handbook](#).

3.A.2

Mid utilizes the [Degree Qualifications Profile \(DQP\)](#) as its framework for assessment of student learning. While several versions of the DQP exist, Mid utilizes the version specifically identified for the Associate's Degree level. This version consists of five proficiencies, with one (intellectual skills) being further divided into six sub-proficiencies.

1. Specialized/Industry Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills
 - analytic inquiry
 - use of information resources
 - engaging diverse perspectives
 - ethical reasoning
 - quantitative fluency
 - communicative fluency
4. Applied and Collaborative Learning
5. Civic/Democratic and Global Learning

Each [course syllabus](#) has identified learning outcomes, developed by the lead faculty members, consistent with the DQP. It is included in the [faculty master agreement](#) that faculty "shall engage in DQP based assessment of student learning, and assessment strategies employed for this purpose shall be developed by the Assessment Committee."

In addition to the course assessment described above, each program (including the general education program) has a series of outcomes associated with it. The general education program utilizes the six sub-proficiencies of intellectual skills as its assessment framework. While other [program outcomes](#) fall within one of the other proficiency areas. These data are collected annually and shared with the Assessment Committee and the appropriate Dean who then review and analyze data. Data are also shared with the Curriculum and Academic Standards Committee during each program's review, where the committee as a whole discusses appropriateness of current program learning outcomes.

3.A.3

Mid strives to ensure that program quality and learning goals are consistent across all modes of delivery and locations. This is particularly critical given that Mid offers classes at 17 different off-campus locations. One way that Mid is ensuring consistent quality and learning outcomes is the adoption of a standard syllabus. In 2022 Mid moved to a standardized syllabus template ([Simple Syllabus](#)) in an effort to standardize syllabi. A 10-member faculty implementation team worked with Simple Syllabus programmers to determine the level of individual faculty control for each section of the template. It was decided by this group that lead faculty would determine learning outcomes for each course and set the learning outcomes in the master course syllabus. All other faculty teaching the course will use the master course syllabus with the learning outcomes auto-populating into their syllabi. This ensures the learning outcomes will be the same regardless of instructor, modality, or location. The use of Simple Syllabus was optional for the 2022-23 academic year, but a [letter of agreement](#) has been signed making the use of Simple Syllabus mandatory in 2023-24.

Another way Mid works to ensure consistency is through our partnership with the National Alliance of Concurrent Enrollment Partnerships (NACEP). In 2017, Mid became the first community college in Michigan to receive accreditation from NACEP. NACEP works to ensure that college courses taught by high school teachers are as rigorous as courses offered on the sponsoring college campus. This accreditation ensures that Mid classes adhere to the highest standards so students experience a

seamless transition to further higher education. As part of the accreditation requirements, each area of instruction taught off campus is assigned a faculty liaison. These full-time faculty accompany the Associate Dean of Off-Campus Instruction on classroom observation visits and complete a comprehensive [write up](#) explaining how they ensure the concurrent enrollment program courses are equivalent to the courses taught on campus. Mid's commitment to maintaining consistency was confirmed in our [HLC Additional Location visit in 2022](#), with the reviewer stating:

"Student academic performance is measured, documented, and analyzed using the same metrics for both on and off-campus courses. The same syllabi are utilized, with the same course objectives and texts. Norming is done in some of the courses. The Assessment committee leads and guides the assessment process regardless of location. The Director of Institutional Research mentioned that data is collected related to higher course drop/failure rates as one of the evaluation metrics. Courses and programs off-campus are subjected to the same program review process as those offered on-campus. Mid Michigan is one of the only colleges in Michigan to participate in the National Alliance of Concurrent Educational Partnerships (NACEP) which sets high standards for instruction, assessment, and evaluation."

Finally, with the increase in online/remote course offerings, Mid Michigan College's Online and Distance Learning developed an [online course development and review process](#). This process was designed as a fluid and iterative workflow in order to keep the project within scope, as well as ensure that it is meeting the guidelines established within our [Quality Assurance Rubric](#) prior to a [final review](#) by the Ad Hoc Committee. The overall goal of the review process is to ensure that an online course meets established criteria outlined in our Quality Assurance Rubric which is a component of the Master Development Document. Our current Quality Assurance Rubric is divided into 4 categories composed of 28 separate components aligned with elements of the HLC C-RAC 21st Century Guidelines for Distance Education and the Quality Matters Rubric.

The Ad Hoc Committee is composed of between 5 and 7 faculty members any given semester from a wide variety of disciplines. This committee meets on an as needed basis whenever new course developments are ready to be reviewed prior to going into production. Once the master course shell is in production, all sections of the online version utilize this shell.

Mid is approved by both the [State of Michigan](#) and [The National Council for State Authorization Reciprocity Agreements \(NC-SARA\)](#) to offer distance education offerings. NC-SARA aids in the assurance of comparable national standards for interstate postsecondary distance education. Meeting approval standards provides another layer to ensure more efficient, consistent, and effective regulation of distance education programs.

Sources

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- Copy of 2023_ECE_Program Assessment Annual Report_5.2023
- Copy of 21_22 Program Review Cycling Document

- Copy of 22_23 Program Review Cycling Document
- Copy of 23_24 Program Review Cycling Document
- Copy of AAS IT Infrastructure _ Cybersecurity Annual Report - 2023
- Copy of AA-Visual Arts Transfer
- Copy of Accounting Program Assessment Annual Report Form
- Copy of Assessment Fall 2022
- Copy of BUS Programs Assessment Report 2023
- Copy of Curriculum Committee Handbook
- Copy of Radiography Annual Report Form assessment committee
- DQP-grid_AS_FINAL
- Formula for Calculating Total Minutes for A Class
- FSA_MASTER_AGREEMENT_2022-2024 (2)
- Industry-Recognized Certifications _ Mid Michigan College
- LOA 3.23 Simple Syllabus
- Master Development Doc with Quality Assurance Rubric (Blank Template)
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- Mid Michigan College Mail - SARA Participation Approval for Mid Michigan College
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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1

The General Education Program at Mid Michigan College provides students with the broad knowledge and intellectual skills to be successful in life as well as their career. This mission aligns and supports Mid's institutional mission to "develop knowledge and ability to empower learners and transform communities."

As discussed in 3.A, Mid utilizes the [DQP](#) as a framework for assessment of student learning. More specifically, general education at Mid is assessed using the six sub-proficiencies under intellectual skills. The program is designed to help students succeed in whatever they decide to do and wherever they decide to go when they leave Mid. Any student who enrolls in an associate degree program at Mid is required to fulfill the General Education requirements for that degree. General Education requirements may be met by completing the required course work, meeting equivalent competency, or through Credit by Examination.

The General Education Committee oversees Mid's General Education Program. This faculty-led committee is open to all faculty and administrators for input for determining the size, scope, and congruency of the courses and shared learning outcomes that make up the General Education Program, and has a faculty chairperson elected to a two-year term. The committee chair emails meeting minutes and agendas to the faculty, as well as posts them on the college's website. The Committee meets four times each fall and winter semester.

[September](#)

[October](#)

[December](#)

[February](#)

[March](#)

[April](#)

All faculty are encouraged to attend general education meetings. Information regarding Mid's General Education Program learning outcomes are listed on the college's [General Education website](http://www.midmich.edu/academics/academic-affairs/gen-ed) (www.midmich.edu/academics/academic-affairs/gen-ed), making it available to all faculty, staff, and students. The General Education Committee monitors assessment of general education proficiencies on a semester by semester basis. Specific tasks and projects of the general education committee are dealt with by subcommittees. These subcommittees are formed as needed from volunteers within the general education committee.

[April 2020](#)

[June 2020](#)

[October 2020](#)

[Take-away meeting](#)

The General Education Program is appropriate to Mid's degree offerings. Mid Michigan College offers affordable degrees that are appropriate for a range of student goals, whether that goal is to enter the workforce right after graduation or to transfer to a four year university. To that end, Mid offers the following degrees: Associate in Applied Sciences, Associate in Nursing, Associate in Arts and Associate in Science degrees. The Associate in Applied Science and Associate in Nursing degrees are intended for students who plan to enter the workforce soon after degree completion; the Associate in Arts and Associate in Science degrees are intended for students who plan to transfer to a four year institution.

Students are required to complete Mid's General Education Program requirements for all degrees; however, the General Education Program is customized to fit two different kinds of degrees: the applied degrees and the transfer degrees. The breakdown of general education credits required for Mid's degrees is as follows:

- Associate in Applied Sciences and Associate in Nursing: A minimum of 15 general education credits distributed as follows: A minimum of 9 credit hours of written communicative fluency, oral communicative fluency and quantitative fluency; and an additional 6 credit hours from two of the three distribution groups: Humanities/Fine Arts, Social Science and Science/Mathematics.
- Associate in Arts and Associate in Science: A minimum of 30 general education credits from the following distribution groups: Communication, quantitative reasoning, natural science, social science, and humanities.

Details relative to degrees the college offers and their respective General Education requirements are found on page 101 of the 2023-2024 [Mid Michigan College Catalog](#).

All of the courses in Mid's required General Education Program satisfy the Michigan Transfer

Agreement, or MTA (with the exception of MAT.101, MAT.102, MAT.104, and MAT.105, which may be used to satisfy General Education requirements for Associated of Applied Science degrees, but are not part of MTA). The MTA guarantees that participating Michigan four-year colleges and universities will accept 30 credit hours of successfully completed general education course work. The General Education Committee voted to adopt the Michigan Transfer Agreement (MTA) guidelines and to determine the categories and courses which make up the General Education Program. The MTA requires at least thirty credits from categories of English Composition, Communication, Mathematics, Natural Sciences, Social Sciences, and Humanities.

Details relative to the Michigan Transfer Agreement are found on page 91 of the 2023-2024 [Mid Michigan College Catalog](#).

Mid requires all associate degree recipients to have a common educational experience regardless of whether a student is in an occupational, technical, or transfer degree program. This common educational experience is provided through Mid's General Education Program.

Mid's General Education Program consists of the following student learning outcomes (SLOs), which align with the Degree Qualifications Profile (DQP) Intellectual Skills category (see 3.B.2. below for more about the DQP and its relevance to Mid's General Education Program):

1. Identify complex problems and analyze them in effective ways (Analytic Inquiry)
2. Locate, evaluate, and cite information resources to complete projects (Use of Information Resources)
3. Explore concepts from different perspectives (Engaging Diverse Perspectives)
4. Describe ethical issues in societal problems to inform decision making (Ethical Discourse)
5. Interpret and use quantitative information to solve problems (Quantitative Fluency)
6. Communicate ideas in writing (Written Communicative Fluency)
7. Communicate ideas orally (Oral Communicative Fluency)

Students will demonstrate competency in the above learning outcomes upon completion of the General Education Program at Mid. As stated earlier, assessment data for general education courses are gathered and analyzed each semester. The committee has decided on a goal of 80% proficiency across all of the DQP proficiencies in the general education program. Data are presented [here](#).

The college articulates the purpose of the General Education Program, content of the program, philosophy and SLOs on the college website under the "Academics Menu" tab. SLOs are also included in syllabi of every course in the program.

SLOs continuously evolve, with the impending addition of Civic and Democratic Global Learning to the core group of program learning outcomes.

3.B.2

As discussed in 3.B.1, Mid has adopted the [\(DQP\)](#) as a framework and language for defining the Student Learning Outcomes for all credit-bearing programs. This DQP framework is used for both the program specific and the common or general education outcomes. Mid's General Education Program SLOs are aligned with the six proficiencies of Intellectual Skills.

1. Specialized/Industry Knowledge
2. Broad and Integrative Knowledge

3. Intellectual Skills

- analytic inquiry
- use of information resources
- engaging diverse perspectives
- ethical reasoning
- quantitative fluency
- communicative fluency

4. Applied and Collaborative Learning

5. Civic/Democratic and Global Learning

As a companion to the DQP, the [“T” Shaped Professional](#) is used as a guiding philosophy for the program’s delivery of broad knowledge, discipline-specific knowledge and the intellectual skills that college-educated people should possess.

The college believes in producing “T” shaped learners and professionals, and Mid’s General Education Program plays a predominant role in this regard. To produce the “T” shaped learner and professional, students’ individual programs of study will provide them with the deep and specific knowledge required to join a profession or area of advanced study (the “deep” part of the “T”). But a college education also requires the broad knowledge and skills required to work and communicate with others and to solve organizational and cultural problems that are unpredictable and unstructured (the “wide” part of the “T”). The General Education Program is focused on the wide part of the “T” in this particular framework.

3.B.3

The college offers a number of growth opportunities that recognize human and cultural diversity. Two of the DQP proficiencies include engaging diverse perspectives and civic/global learning. Mid has [131](#) and [76](#) courses respectively that assess these two learning outcomes. So there are ample opportunities in the classroom to experience human and cultural diversity growth opportunities. Additionally, the Committee on Inclusion, Diversity, Equity, and Action (IDEA) plans and hosts a number of [events](#) that are open to all.

Currently there is a separate group working to increase global awareness events and offerings to students and faculty across the college. [Mid's Global Projects and Studies \(GPS\) Team](#), in partnership with the Center for Middle Eastern and North African Studies at the University of Michigan, was recently awarded a \$10,000 grant from the Midwest Institute for International-Intercultural Education. The grant will enhance international exposure through coursework, culturally immersive learning, and study abroad. More specifically, Mid's project will infuse voices, perspectives, approaches, concepts, research methods, and research questions from a specific region into the curriculum of current courses including: ART 283 and ART 284 - Art History I and II, HIS 101 - Issues in Western Civilization, HUM 101 and 102 - World of Creativity I and II, HUM 200 - Modernity and Culture, HUM 242 - Studies in Compassion, BUS 151 - Introduction to Business Issues, BUS 162 - Principles of Marketing, BUS 225 - International Business, COM/SSC 195 - Intercultural Communication, ENV 200 - Environmental Biology, POL 250 - International Relations and SSC 200 - Social Sciences in Contemporary America. A co-curricular program focused on the Middle East that will include a half-day conference on Turkey and the Middle East, a film festival, an exhibit, and a study abroad in Istanbul will assist Mid’s Institute of Global Projects and Studies (GPS) in its effort to create a Global Studies endorsement and the expansion of Study Abroad Programs.

3.B.4

Each April, the college sponsors the [Student Showcase](#), an event on each campus that enables students to share with the college projects they have created. Student submissions are sponsored by faculty members and range from scholarship in the form of written papers, presentations and technical displays to creative work, including performances of poetry and creative writing (www.midmich.edu/academics/student-showcase).

In addition to the Student Showcase, Mid offers [study abroad](#) educational experiences to enrich and expand student learning opportunities. In the past 10 years, students have participated in experiences traveling to Nicaragua, the Dominican Republic, Mexico, and Prague. More recently, students have partnered with the Marine Lab in Key Largo, Florida to offer a course on the [Biology of the Florida Keys](#). Additionally, in summer 2023, students studied [Marine Science in Belize](#). As discussed in 3.B.3, in summer 2024, a study abroad experience to Istanbul, Turkey is planned as part of a grant received from the Midwest Institute for International-Intercultural Education.

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- Gen Ed Minutes 9.16.22.docx
- General Education at Mid _ Mid Michigan College
- General Education Program Review 2021-2022 (1)
- General Education Sub Committee Meeting 10.7.2020
- MIIE CC Team proposal
- Student Showcase
- Study Abroad at Mid
- Study Abroad Belize
- Study Abroad Keys

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1

The Jobs@Mid page opens with the Non Discrimination Statement which states:

"Mid Michigan College is dedicated to providing a safe and healthy environment that is nondiscriminatory in nature and in which all individuals are treated with respect and dignity. Interactions between members of the campus community should be centered on integrity and mutual respect so that each member may fully experience and benefit from the opportunities the College provides.

In the administration and access to Mid Michigan College's programs, activities, and conditions of admission or employment, the College prohibits any form of discrimination against any person on the basis of race, creed, color, ethnicity, religion, sex, gender identity or expression, pregnancy, age, personal appearance, sexual orientation, marital or parental status, national origin, citizenship, genetics, disability, military or veteran status, political affiliation, or any other legally-protected status; as well as victims of intimate partner violence. Mid Michigan College firmly adheres to the principles of all applicable state and federal equal opportunity laws and regulations for its students, faculty, staff and applicants for admission and employment."

Additionally, Mid's Jobs@Mid page includes our Equal Opportunity statement which states:

Mid Michigan College actively endeavors to increase diversity, promote equal opportunity, and provide a safe environment within its community. Mid maintains its commitment in providing equal

employment opportunities to all employees, applicants, and job seekers through this Equal Employment Opportunity (EEO) Policy. This Policy adheres to the stipulations of Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disability Act (ADA) of 1990, and the ADA Amendments Act of 2008. Mid is committed to making decisions by use of reasonable standards that are based on each individual's qualification as they relate to a particular employment action (e.g. hiring, training, promotions). No person shall be discriminated against in employment or experience harassment because of race, creed, color, ethnicity, religion, sex, gender identity or expression, pregnancy, age, personal appearance, sexual orientation, marital or parental status, national origin, citizenship, genetics, disability, military or veteran status, political affiliation, or any other legally-protected status; as well as victims of intimate partner violence.

Any person, employee, applicant, or governmental agency that has a complaint or concern regarding fair and equitable treatment or who believes that they have been discriminated, harassed, or have knowledge of such conduct, should file a report with the Director of College Compliance & Ethics or the Associate Vice President of Human Resources. Reports may be submitted by using the College's online reporting system. Diligent effort will be made to conduct a prompt, fair, and impartial investigation in order to reach a fair resolution. If an investigation leads to the determination that this Policy was violated, corrective action will be taken. For detailed information on the College's Complaint Investigation and Resolution process please see visit the Title IX/Civil Rights webpage.

Under this Policy, no employee or applicant shall be subject to retaliation for using, in good faith, channels available for resolving complaints of misconduct. Retaliation includes but is not limited to: intimidation, threats, harassment, or any other adverse action threatened or taken against any person for filing a complaint, participating in an investigation, or opposing an act or practice prohibited by this Policy or any federal, state, or local equal employment law. Under this Policy, reports of retaliatory action should be brought to the attention of the Associate Vice President of Human Resources.

When a perspective applicant clicks on the External portal, the following paragraph is at the top of the page:

Consider joining Mid Michigan College

- Mid Michigan College is committed to creating equitable and inclusive work environments to support the success of the full range of our employees. We believe that employees who feel valued and respected will create policies, programs, practices and services to effectively meet the needs and exceed the expectations of our increasingly diverse customer populations.
- We encourage candidates to apply who have demonstrated capacity to create inclusive work environments, work effectively on increasingly diverse teams, serve the increasingly diverse customers of our organization, and enhance our ability to be an educational leader.
- We are committed to hiring and retaining a diverse, culturally competent staff at all levels of the organization, who not only reflect the demographics of our students but also continue to deepen their skills and competencies to serve the full range of our customers.
- Mid offers competitive salaries, outstanding benefits, and opportunities for professional development and growth in a team environment.

All of our job postings include the following statement at the bottom (see samples):

Mid Michigan College is an equal opportunity employer and complies with all applicable federal and state laws prohibiting discrimination in employment or the provisions of services.

[Mid Mentor](#)

[Psychology Adjunct](#)

[Nursing Adjunct](#)

Mid's applicant tracking system, iCIMS, generates XML feeds that are provided to major job board aggregators, who may then broadcast the jobs on their own sites. This includes popular job search sites such as: DirectEmployers, Indeed, Glassdoor, Monster, Recruit.net (<http://Recruit.net>), and LinkedIn.

Our plan has been to try attract more diverse candidates to match or exceed the diversity averages in the 3 main counties from which most Mid students attend. We don't have a formalize recruitment plan at this time. Mid utilizes USA Facts to compile data on its three county service areas. These data are compared to hiring data. In 2022, Mid's hiring rate of employees from underrepresented ethnic groups exceeded the average figures of its main three county service area by over [2%](#).

3.C.2

The College has sufficient faculty members to fulfill the roles of faculty members in and out of the classroom. Full-time and Lectureship numbers have remained stable for a number of years. Adjunct numbers however ebb and flow based on enrollment. For the fall of 2023, Mid employed 52 full-time faculty, 5 Lectureships, and 190 adjunct (for a total of [247 faculty](#)). Per the [Faculty Senate Agreement](#) (page 21), the full-time faculty load is 30 equated hours for two semesters. Lectureships and adjunct faculty loads are limited to no more than 29 equated hours for the academic year. The current faculty-student ratio is 14:1 with the average class size being 13.

Per the [Faculty Senate Agreement](#) (page 15), *"Faculty shall maintain and post a minimum of five (5) office hours weekly for the academic assistance of students. Two (2) of these hours may be used for remote communication. In this instance each of the faculty member's syllabi must include the faculty member's electronic contact information. An additional hour may be utilized by faculty instructing remotely (e.g. asynchronous and synchronous online, HyFlex, sites other than the Mt. Pleasant or Harrison campuses) for online communication with students. When Faculty accept an overload assignment, they shall make sure that adequate availability is provided for students to address issues involving the course. This may be accomplished by offering additional office time, posting available access by phone, email, text messaging, or other appropriate means. Faculty shall ensure that reasonable face-to-face meetings will be arranged if requested by the student(s)."*

Also per the [Faculty Senate Agreement](#) (pages 18-19), faculty are required to participate in service to the college and/or community as well as curriculum and classroom management. To satisfy these requirements, which are evaluated and documented in the faculty annual review process, is to serve on one of the faculty-led academic shared governance committees which are detailed in 5.A.3 (Curriculum and Academic Standards, Assessment, General Education, and Academic Council).

The course load assigned to full-time faculty allows them sufficient time to participate in important work involving [curricular review and development](#), [innovation](#), and hiring committees. Faculty are also involved in establishing credential requirements for each division (as detailed in 2.A.2 and

3.C.3).

3.C.3

All instructors — full-time, adjunct and lecturers — are appropriately qualified, including those who teach in dual-credit programs, contractual and consortia offerings. Job postings and descriptions reflect appropriate qualifications, which hiring managers ensure selected candidates meet. Copies of all appropriate faculty credentials reside within our human resources information system.

Per Mid's faculty and instructor credential qualifications procedure, all for-credit faculty and instructors must hold appropriate credentials in accordance with applicable regional and national accrediting body requirements. The College must also verify faculty qualifications by evaluating the credentials and professional histories of current faculty in addition to individuals applying to open positions.

Faculty teaching general education courses or other non-occupational courses must hold a master's degree or higher in the appropriate discipline or subfield from a regionally accredited institution. If a faculty member holds a master's degree or higher in a different discipline or subfield, they must have completed a minimum of 18 graduate credits in their assigned discipline or subfield.

Faculty teaching career and technical courses, college-level certificate courses or in occupational associate degree programs must hold a bachelor's degree in their assigned field from a regionally accredited institution and/or a combination of education, training and tested experience. Faculty in accredited career and technical programs must also hold minimum qualifications established by the relevant accrediting agency.

Circumstances may arise in which the College must determine the benefit of hiring or assigning a full-time faculty member or instructor with specific experience that, when combined with educational credentials, provides an equivalent level of expertise. Per the above procedure, the College may grant an exception to established credential qualifications. Complete policies are listed below:

[Business and Professional Studies](#)

[Health Sciences](#)

[Liberal Arts and Sciences](#)

[Workforce and Career Education](#)

The above process is implemented through [standard hiring practices](#). Before a faculty position is publicly posted, the appropriate dean and search committee members verify that the [qualifications](#) meet College policy standards.

3.C.4

Mid Michigan College desires to provide high-quality instruction for its students. The purpose of the evaluation procedure is to work with faculty members for the improvement of instruction. The tool used is the [Professional Responsibilities and Faculty Effectiveness Portfolio](#) (PRFEP) (appendix H1 and H2) and is developed jointly between the Faculty Senate, the faculty member and the administration. During a faculty member's five-semester orientation period, the faculty member will

include an update on their portfolio, along with classroom observations, student evaluations and progress towards completing their PRFEP at the end of each semester. If a faculty member is moved into full-time status, they will complete their PRFEP annually, with a classroom observation by the appropriate dean every three years.

Each faculty member's annual professional responsibilities will be built upon the activities outlined in the four categories of faculty roles and responsibilities (Article V. A.):

1. Teaching and Learning
2. Professional Development
3. Service to the College and/or Community
4. Curriculum and Classroom Management

After reviewing the PRFEP, the appropriate dean will discuss the content of the PRFEP with the faculty member and offer suggestions for revisions to ensure alignment with departmental, division, and institutional needs and goals, as well as the faculty member's stated aspirations.

While only full-time faculty are covered by the master agreement, Lectureships are evaluated using the same process. Adjuncts are evaluated and observed during their first semester teaching, and every three years after.

3.C.5

Professional development is critical for our instructors to maintain currency in their field. It is one of the four faculty roles and responsibilities as spelled out in the [master agreement](#) (Article V). More specifically, regarding professional development, faculty shall:

1. Keep well informed in their subject area and pedagogy, with particular attention to the latest developments and advances
2. Investigate and implement best practices which reasonably reflect current and emerging technologies and methods, which meet the specific needs of our students
3. Stay current in understanding the trends and challenges within higher education
4. Maintain an understanding of the fundamental aspects and requirements of accreditation as it pertains to their work and program areas.

As part of their annual PRFEP, faculty must submit one professional development goal to include a target area for professional development, a plan for achieving professional development goal, and evaluation measures to determine success of professional development efforts (Appendix H-1).

To assist faculty, Mid provides multiple options for professional development. At the beginning of fall and winter semesters, Mid hosts a [Welcome Back Day event](#). This functions similar to a mini-conference, with updates and/or trainings in the morning, and breakout sessions in the afternoon. Not only do faculty have the opportunity to engage in professional development close to home, but they can also submit proposal and presentations that have in the past led to more exhaustive and continual training on a topic such as [Bridging Differences](#) (https://ggsc.berkeley.edu/what_we_do/major_initiatives/bridging_differences), which started as a breakout session during a fall event, became a half-day training session at the winter event, which led to a monthly [brown-bag seminar](#) throughout the winter semester.

Additionally, Mid's Online and Distance Education office provides [new faculty orientation training](#)

as well as a multitude of [short training opportunities](#) throughout the year aimed at improving pedagogy in online/remote environments (www.midmich.edu/academics/online-learning/remote-teaching-learning/remote-teaching-map).

Mid Michigan College has an effective mentoring program that assists instructors to ensure they are current in their discipline and adept at teaching. All new instructional faculty are assigned a mentor from a pool of Senior Faculty who volunteer to serve in these roles. The faculty mentors assist new faculty by connecting them with professional development (PD) resources, which include access to programs both on and off Mid's campuses. They also assist new faculty in becoming better teachers, by observing teaching sessions, making suggestions to improve their pedagogy through Mid's award-winning [Sheltered Instruction Observation Protocol-SIOP program](#) (<https://www.midmich.edu/community/news/effort-help-students-succeed-recognized-excellence>), and by assisting those faculty in learning how to use and follow the College's resources and processes.

During the 2022-2023 academic year, seven faculty mentors provided mentoring support to 26 new members of the part-time and full-time faculty.

Per Article VIII of the [master agreement](#):

"Time may be made available to each faculty member to attend professional conferences. Those conferences approved by the approval committee shall be fully reimbursed for reasonable expenses within the scope of the approved Board of Trustees' budget, and will be granted on a rotating basis."

As such, Mid annually allocates a total of \$50,000 towards faculty professional development activities. Faculty submit requests for funding and a committee consisting of the academic deans, the provost, and the chairperson of academic council (the shared governance committee of faculty) vote to fund the proposals. In [2022-23](#), 41 requests for funding were approved by the committee.

3.C.6

As discussed in 3.C.2, Per Article V of the [master agreement](#), "Faculty shall maintain and post a minimum of five (5) office hours weekly for the academic assistance of students. Two (2) of these hours may be used for remote communication. In this instance each of the faculty member's syllabi must include the faculty member's electronic contact information. An additional hour may be utilized by faculty instructing remotely (e.g. asynchronous and synchronous online, HyFlex, sites other than the Mt. Pleasant or Harrison campuses) for online communication with students. When Faculty accept an overload assignment, they shall make sure that adequate availability is provided for students to address issues involving the course. This may be accomplished by offering additional office time, posting available access by phone, email, text messaging, or other appropriate means. Faculty shall ensure that reasonable face-to-face meetings will be arranged if requested by the student(s)."

In addition, "faculty shall respond to student inquiries in a timely manner as indicated in the communication policy in their syllabus, and provide timely feedback on assignments, quizzes, exams, etc., so that students can understand their progress in the class."

3.C.7

Supplemental Instruction (SI)

The Director of the Supplemental Instruction program is nationally trained as a Supplemental Instruction Supervisor through the University of Missouri-Kansas City. A typical SI leader at Mid is a peer student that has proven to be successful in the course that they are an SI for. At the beginning of each semester, SI's attend a workshop that provides information on how to be an SI, a guiding process to Supplemental Instruction. SI's are accountable to also partake in student tracking of attendance; which then is forwarded to the Director.

Tutor/Writing and Reading Center (WRC)/Math Lab

Similar to SI, Tutor's at Mid are typically peer student tutors that have been successful in the course that they are tutoring in. At the beginning of each semester, Tutors are asked to participate in an orientation/training that will assist them in their tutoring role.

The WRC and Math Lab staff are made up consultants that have a bachelors degree in the field that they are assisting in. At the beginning of each semester, the staff work with faculty in their discipline area to become more familiar with curriculum and objectives. Each of these areas are also responsible for data tracking.

Student Services

Job descriptions are developed to ensure that all candidates meet a minimum standard that will ensure the necessary level of expertise, background, and qualifications. Generally, at the [Director-level](#), positions require a [Bachelor's degree](#) with a Master's degree preferred. [Specialist positions](#) require an Associate's degree. Experience requirements can vary with each position, but the expectation is generally 2-3 years minimum. The candidates are vetted during the interview process to ensure that they can fulfill the duties of the job and that they meet the requirements of the job description.

Each department has regular staff meetings to provide training and professional development to staff. The managers in the Student Services division also meet regularly to ensure consistent training and support.

The Student Services division recently started a [training program](#) where everyone in the division gets together three times per year for training. The division gets together for a full day and two partial days. Trainings at this day ensure a common understanding among staff of the policies and procedures across the division.

Each department has funds available for professional development outside the College. These funds can be used for webinars, training resources, or conferences.

Sources

- 03 SAP POLICY effective Fall 2017.docx - Google Docs
- 04 Creating an Advising Note (1)

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- JD - Dir of Financial Aid
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- Mid Mentor
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- PD Funds
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- Remote Tools for Teaching _ Mid Michigan College
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- student TargetX Record
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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1

Mid is located in a rural area of Michigan, with over 80% of its [fall enrollment](#) coming from Gratiot, Isabella, Clare, Gladwin, Mecosta, Osceola, Huron, Tuscola, Sanilac, and Clinton Counties. Total populations of these counties range from approximately 23,000-80,000. Educational attainment in these counties are low, poverty rates are high, and the barriers to success are many. According to Data USA ([datausa.io](#)), in Clare and Isabella Counties, the two counties which attend Mid at the highest rates, the poverty rates are 23% and 25% respectively. In Clare County, 70% of the working population in 2020 had not earned an Associates degree or higher. According to the 2022 IPEDS report, 94% of Mid's full-time, first-time degree-seeking students were awarded aid of some type. That is contrasted by 75% among our comparison group.

Given the challenges presented, Mid offers a robust array of support services. Mid moved to a mentor model in 2016 to provide more relational support – instead of a transactional relationship with students. As the single point of contact, the Mid Mentors help students navigate a path from application to graduation. Instead of just telling students what classes to take, the mentors get to know the student, answer questions more deeply, and support students broadly. More than just figuring out a class schedule, students at Mid meet with a mentor to discuss support resources (wellness, tutoring, mental health, etc.), create a custom guided pathway plan, talk about transfer options, become familiar with college systems, and connect with other student services areas (financial aid, registration, etc.). This one-on-one meeting replaces a group orientation and helps the student make a meaningful connection with a mentor that will be with them through graduation.

Licensed counseling was the most recent addition to our support services. Our [Title III grant](#) allowed for the hiring of a counselor to provide mental health support. The counselor also works with Mid's mentors on student wellness and other non-academic supports.

We recognize that food insecurity is a big issue in our rural, low-income area so Mid has a food pantry on both campuses.

3.D.2

Mid's mentors meet with all first-time freshman to talk about their academic preparedness, program choices, and support services to help them succeed. As discussed in more detail in 4.C.3, in 2015, Mid began an aggressive engagement and implementation of [guided pathways](#), an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent degree pathways. This model was based on research conducted by the [Community College Research Center \(CCRC\)](#) at Columbia University. The guided pathways allow mentors to develop clear academic plans for students based on faculty recommendations for course progression. In 2017 Mid moved away from utilizing Accuplacer for English and Math placement to a [multiple measure approach](#), including SAT and ACT scores, high school grades, and in-house placement tests. English placement is a voluntary self-placement system—all students have the option to place themselves in the general education English requirement. In Math, students who place into [MAT.104](#) (pre-Algebra) or [MAT.105](#) (Intermediate Algebra) may take those courses as co-requisites with their general education Math requirement ([MAT.114](#) or [MAT.212](#)).

For students who place into [ENG.111](#) but feel they aren't quite ready for the rigor required, they have the option in enrolling in a companion course ([ENG.051](#)) that provides one additional hour of classroom instruction per week which includes additional discussions, close readings, and activities to build the skills needed to succeed in ENG 111.

Students also have access to the [Writing and Reading Center](#), the [Math Lab](#), the [Science Center](#), and the [Public Speaking Skills Center](#) on both the Harrison and Mt. Pleasant campuses. Here, students can either drop in or schedule face-to-face sessions and/or Zoom sessions for assistance.

Tutoring is also available as well. Tutoring is normally done one-on-one, but we have offered group tutoring and on-line tutoring as well. Students meet with tutors at prearranged times. All Mid students receive up to one hour of tutoring per each credit hour. Beginning in 2022, Mid contracts with [Tutor.com](#) which provides Zoom tutoring sessions in most subject areas 24 hours/day, seven days a week.

Mid offers supplemental instruction for many introductory level science classes at Mid. Supplemental Instruction (SI) is a free academic assistance program that utilizes peer-assisted study sessions. Sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. Schedules are posted online and outside science labs and classrooms. Additionally, during the first week of classes the SI Leader will make a short presentation to the class about SI. Regular announcements and/or postings will be made in class to remind students about sessions as well.

3.D.3

Mid currently has nine mentors serving about 3,300 enrolled students and hundreds more prospective students. Two of the mentors are dedicated to serving 1,200 dual enrolled students and the counselors in the high schools. Two other mentors are funded through a [Title III grant](#), which limits the size of their caseload to 150 each (one for traditional and one for non-traditional students). One mentor is funded by a TRIO grant, which limits the caseload size to 140. Another mentor is funded by a State grant and has a caseload of 300 students. The remaining three mentors serve the remaining population consisting of traditional students, adult learners, transfer students, and guest students. These three mentors have an average caseload of 625 enrolled students, plus the hundreds of prospective students who have applied but not enrolled. Additionally, Mid has a College Completion Coach funded by the Michigan College Access Network that works specifically with non-

traditional students.

New students coming to Mid meet with a mentor/advisor to discuss student support resources (wellness, tutoring, mental health, etc.), create a custom [guided pathway plan](#), talk about [transfer options](#), become familiar with college systems, and connect with any other student services areas ([financial aid](#), registration, etc.). This one-on-one meeting replaces a group orientation and helps the student make a meaningful connection with a mentor that will be with them through graduation. Traditional and non-traditional students go through the same process, although the mentors tailor the meeting and process to the specific needs and concerns of the students. In addition to the initial meeting with the mentor, the mentor (and the College) reaches out to students on a regular basis to remind them of resources and to follow-up if the student is referred by faculty because they might need support.

Meeting with an Academic Advisor is required for all students who are new to college. Transfer and guest students are encouraged, but not required, to meet with a mentor.

On average, mentors/academic advisors have a caseload between 500-800. The caseload fluctuates because mentors begin working with students as they plan to enroll – so the caseload is higher. The caseload gets lower as students decide not to enroll.

Every student is assigned a mentor when they apply. The mentors that meet with new students have a defined plan for communication and outreach to help students feel supported to provide regular opportunities for connection.

When students are identified by faculty as being at-risk in a course, that flag goes to the student's mentor/advisor for follow-up. The mentor connects with the student to work through issues that may be occurring and provides necessary supports (wellness, counseling, tutoring, etc.) to help the student succeed. The mentor also follows-up with the faculty member so the team is on the same page to better support the student.

Mid clearly communicates the importance of completing a degree or certificate on time. The College has been using the 15-to-Finish framework with students for years and has built communication and pathways around this concept. As Mid built guided pathways, they were constructed to allow students to complete as fast as possible. Most programs include 8 and/or 12-week courses in the fall, winter, or summer semester and a number of programs can be completed completely online to increase access. Although these programs benefit everyone, these shorter classes, co-requisites, and online programs were all moved forward by Mid's specific focus on serving adult students. Additionally, because we understand that some students may have to give up time at work to attend college full-time, Mid provides wraparound services (food pantry, gas cards, etc.) and emergency funding to support students in need.

All degrees have academic maps (guided pathways) that include semester-to-semester plans built into each guided pathway. Mid's course scheduling is designed to support these semester plans. Although academic plans (guided pathways) do not have critical milestone courses designated, they are spread throughout the program. During the schedule building process, the academic administration works to ensure that courses scheduled match to those in the guided pathways. During a student's initial meeting with a mentor, they work together to customize the default academic map to fit the student's specific needs. Once the plan is built, students can use it each to register for courses each semester. Mid intends to improve its approach to academic plans in 2023-2024 by continuing to revise the plans and by making the plans available on the college website in addition to the student self-service

technology.

3.D.4

Mid has two main locations, one in Harrison and one in Mt. Pleasant. Each campus is equipped with resources and facilities appropriate for the offerings.

The Harrison campus consists of one large administrative/academic building containing approximately 6500 square feet of classroom space, and nearly 20,000 square feet of laboratory space. Included in the laboratory space are computer labs, supplemental instruction space, nursing lab space, science lab space, and welding facilities. Additionally, the Center for Medical Imaging Studies (800 square feet of classroom space and 1900 square feet of laboratory space) is located on the Harrison campus. This building is home to the Radiography program and contains:

- Modern, real-world environment simulates a clinical setting to prepare students for careers in healthcare.
- Additional space for new equipment and specialty training meets future healthcare needs and prepares students for careers.
- Clinical environment supports students gaining vital soft skills and professional skills.
- Technology upgrades include new digital imaging equipment for leading-edge training.
- Mid also has film, digital radiography, computed radiography, PACS, and phantoms made from cadaver bones for life-like detail.

On their most recent visit, the [Radiography accreditation reviewers](#) made the following comments:

"The sponsoring institution provides appropriate administrative support and demonstrates a sound financial commitment to the program. The sponsoring institution provides the program with the physical resources needed to support the achievement of the program's mission. The sponsoring institution provides an online course review committee that approves online course materials and resources prior to implementation. The office of online learning and distance education requires each course to be evaluated in a two-step process. This includes using a course review rubric as well as a course overview done by a distance education committee to assist in assuring academic rigor for these courses. The program is housed in a stand-alone building that provides a state-of-the-art energized laboratory with digital radiography (DR) equipment. Additionally, the program provides students access to mobile imaging equipment including a mobile fluoroscopy unit (C-Arm), and a mobile radiographic imaging unit (mobile unit) to simulate procedures. The sponsoring institution provides student resources including, but not limited to personal counseling, requesting accommodations for disabilities, and financial aid."

Also on Harrison campus is the Technical Education Center which contains 2500 square feet of classroom space and over 13,000 square feet of laboratory space. Home of the [Computer-Aided Drafting and Design](#), [Heating/Refrigeration/AC](#), and [Advanced Integrated Manufacturing](#) programs, highlights include multiple 3D printers, robots/co-bots, industrial tooling equipment, and HRA equipment.

The Mt. Pleasant campus consists of three interconnected buildings: Center for Liberal Arts and Business, Center for Student Services, and the Doan Center. These buildings consists of approximately 29,000 square feet of classroom space and nearly 43,000 square feet of laboratory space. In addition to general computer lab and supplemental instruction space, Included in the lab space are multiple science labs (Anatomy/Physiology, Microbiology, Physics, and Chemistry) along

with facilities for Pharmacy Tech, Physical Therapy Assistant, and Nursing.

Also located on the Mt. Pleasant campus is the Morey Technical Education Center. This building contains 2500 square feet of classroom space and 8500 square feet of laboratory space. This space is primarily used for welding, along with former facilities department space which is in the process of being transformed into additional space for our Advanced Integrated Manufacturing program. More detailed information about [square footage](#) and usage on both campuses is included here:

[2022 Fall Utilization](#)

[2023 Winter Utilization](#)

[2023 Fall Utilization](#)

Classrooms on both campuses are equipped with technology including projectors and computer work stations. Additionally, six classrooms on each campus are designed as Zoom rooms where classes can be connected to each other on each campus and several of our off-campus sites, which expands curricular offerings in a cost-effective manner. Additionally, each campus houses a nursing simulation lab which has multiple programmable mannequins, including SimMan*, a computer based programmable human patient simulator. Having a full spectrum of simulation equipment from task trainers to virtual skill simulators allows critical thinking practice for a wide range of conditions. Scenarios can range anywhere from common medical conditions such as croup or asthma to more critical conditions like cardiac arrest or grand mal seizure. The labs also include an IT system for documenting classroom training, student testing, and for immediate feedback via group debriefing of cognitive, behavioral, and affective skills.

Sources

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- 04 Creating an Advising Note (1)
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- Title III Grant Reporting Summary.docx
- Title III Narrative Final
- WRC Flyer

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Mid Michigan College offers a range of programs and courses designed to meet the standards of higher education. In addition to being accredited by the HLC, individual programs including Medical Assistant, Pharmacy Technician, Physical Therapist Assistant, Radiography, Nursing, Automotive Service, Phlebotomy, and Certified Nurses Aid have all been accredited by their respective agencies.

Mid significantly engages with multiple advisory groups and is affiliated with the National Coalition of Certification Centers (NC3), which helps ensure rigor and relevance consistent with local and industry-wide standards. Additionally, Mid actively participates in initiatives such as MiTransfer Pathways and the Michigan Transfer Agreement (MTA), to ensure sufficient rigor and facilitate the transfer of credits to four-year institutions.

The college uses the Degree Qualifications Profile (DQP) as its framework for assessing student learning. This framework includes specialized knowledge, broad and integrative knowledge, intellectual skills, applied and collaborative learning, and civic and global learning. The intellectual skills proficiency is further divided into six sub-categories (analytical inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, written communicative fluency, and oral communicative fluency), which are used in the assessment of the general education program.

Each program undergoes a thorough review every four years. Furthermore, to ensure consistency in course content and quality across all modes of delivery and locations, the college has adopted a standardized syllabus template. Mid is also accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) to ensure the rigor of college courses taught in off-campus locations.

With the increasing prevalence of online and remote courses, the college has established an online course development and review process that aligns with quality standards and guidelines set by various accrediting bodies. Mid Michigan College is approved by both the State of Michigan and the National Council for State Authorization Reciprocity Agreements (NC-SARA) to offer distance education, ensuring compliance with national standards for online education.

The college maintains an appropriate balance of faculty members, with full-time and Lectureship positions remaining stable for several years. The faculty-student ratio is 14:1, and class sizes average 13 students. Full-time faculty are required to maintain a minimum of five weekly office hours for student assistance, with the option to use two of these hours for remote communication. Adjuncts, lecturers, and full-time faculty are also involved in service to the college, community, curriculum development, and classroom management. All instructors, including full-time, adjuncts, and lecturers, are qualified for their roles. There are specific credential requirements for teaching general education and career/technical courses, and exceptions may be granted based on experience and qualifications. Credentials and qualifications are verified for all faculty members.

The college provides ample support for students, with faculty required to respond to student inquiries in a timely manner and provide feedback on assignments, quizzes, and exams. There are also supplemental support services, such as Supplemental Instruction (SI), Tutor/Writing and Reading Center (WRC), and Math Lab, which provide assistance for students in need of extra help.

The college utilizes guided pathways and a multiple measures approach for placement tests, emphasizing tailored academic plans for students based on faculty recommendations. Academic support services, such as the Writing and Reading Center, Math Lab, Science Center, and Public Speaking Skills Center, are available on both campuses. Tutoring is offered, with students eligible for up to one hour of tutoring per credit hour, and the college partners with Tutor.com for additional online tutoring support. Moreover, Mid Michigan College provides supplemental instruction for introductory science classes.

In 2016, the college transitioned to a mentor model to provide more personalized support to students. Mid Mentors help students navigate from application to graduation, offering not only academic guidance but also addressing wellness, mental health, and other non-academic needs. A licensed counselor provides mental health support to students, working closely with mentors.

Overall, Mid Michigan College strives to address the unique challenges faced by its student population by providing a range of rigorous academic programs coupled with numerous support services and personalized mentorship to aid students in the achievement of their goals.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1

The Curriculum Committee is the body at Mid responsible for ensuring that all of the College's curricular offerings are current, of appropriate quality, in line with offerings at other colleges and universities, and help the College fulfill its mission. Details of the program review process are published and updated annually in the [Curriculum Committee Handbook](#). The Committee regularly reviews all curricular offerings in order to carry out this duty. To aid the Committee in making this review, the following program review process has been established. These reviews are scheduled on a [four-year cycle](#), and cover five main categories:

1. Mission, Goals, and Objectives of the Program;
2. Progress;
3. Program Quality;
4. Program Health;
5. SWOT Analysis (strengths, weaknesses, opportunities & threats) and Action Plan.

While the Committee's review of a program is on a four-year cycle, the academic department has a responsibility for ongoing assessment and evaluation of their curricula and program. The program review outlined is a report to the committee on the findings of this ongoing assessment and evaluation. The Curriculum Committee looks for quantitative and qualitative data which document the program assessment. Each review should show the progress of the action plan from the previous program review, if applicable.

2022-23 Reviews

[Accounting](#)

[Criminal Justice](#)

[Medical Assistant](#)

[Radiography](#)

2021-22 Reviews

[Administrative Assistant Professional](#)

[Advanced Integrated Manufacturing](#)

[Automotive Services](#)

[Business](#)

[General Education](#)

[HRA](#)

[Physical Therapy Assistant](#)

As a result of program reviews, several changes have been made to curricula. Some recent examples of these changes are as follows:

- In Accounting, two courses (ACC.205 and ACC.261) were developed into an 8-week format so they could be offered sequentially as opposed to concurrently with the hopes of improving success rates.
- During the ART/Graphic Design Program Review, it was noted that students were struggling with the cross-listed web design courses (cross-listed in ART and CIS), because they were so heavily focused on coding. Based on that, the decision was made to move away from the Web Design Certificate. Since then, Mid has created a new Digital Media Certificate program which is accessible to a broader range of students.
- One of the things identified in our Nursing program review was that students that were readmitted to the program often were not successful when readmitted for a second attempt. The change Nursing made was that any re-admitted students were assigned a faculty mentor and they were required to meet with that faculty mentor face to face weekly to help them stay on target and meet the program outcomes. The student and faculty often identified different strategies for the students to utilize; may be test taking strategies, study habits, time management, better understanding of the content, developing and use of concept maps, etc.

This individualized attention increased the retention and completion of re-admitted students.

- During the Radiography program review, the Mentors had asked for the directors to provide constant updates regarding curriculum and program information. Information sessions were provided to advising staff to answer questions and clarify program information and requirements. The reviews have also increased communication between student services and the programs. These individuals provide information for tuition, travel cost, and food assistance for students.

In addition to the College's overall program review process, as part of the Perkins funding process, each occupational program must complete a [Program Review of Occupational Education](#) (PROE) review every four years. As part of this review process, surveys are sent to faculty, students, and employers.

[Faculty](#)

[Students](#)

[Employers](#)

4.A.2

Mid Michigan College awards credit for prior learning and accepts transfer credit, when applicable, from [regionally accredited institutions](#). Online and in-person resources are available to help students with the credit transfer process. The Registration & Records Office, along with program faculty, evaluate transfer credit and credit for prior learning.

Available on the College's website, the academic catalog describes the policies related to evaluation of transfer credit and acceptance of credit for prior learning. Additionally, a separate webpage exists outlining each type of credit for prior learning that is accepted.

Types of Credit for Prior Learning credit accepted include:

- [Non-Traditional Credit](#)
- [Credit by Exam](#)
- [College Level Examination Program \(CLEP\)](#)
- [Military Training Credit](#)
- [Advanced Placement \(AP\)](#)
- [High School Articulated Credit \(State Wide Articulations\)](#)

Students must apply for admission to Mid Michigan College before any credit can be applied to their record.

4.A.3

Mid's Board of Trustees policy [301.08](#) states:

Mid Michigan College will accept transfer credit from other [accredited institutions](#) within certain guidelines:

- *An evaluation will only be done from an official transcript as defined by the College's Registrar.*

- *Credits are transferred only for “C” or better courses. Grades from transfer courses are not calculated in the Mid Michigan College cumulative grade point average.*
- *Transfer credits will be shown on the student’s academic record.*

A minimum of 15 credits must be taken at Mid Michigan College to graduate from Mid Michigan College. A minimum of one-half of the student’s credits toward a program must be taken at Mid Michigan College to be eligible to graduate from Mid Michigan College with honors.

Students who transfer to Mid Michigan College after completing a degree at an accredited institution will be given the following exemptions from Mid Michigan College’s General Education requirements:

- *From a Two-Year Institution: Students transferring to Mid Michigan College with a two-year degree from an accredited institution will be exempt from 100 Level General Education requirements. 200 Level requirements will be determined in the transcript evaluation process.*
- *From a Four-Year Institution: Students transferring to Mid Michigan College with a four-year degree from an accredited institution will be exempt from both the 100 and the 200 Level General Education requirements.*

Mid accepts transfer credit from other institutions accredited by one of the following agencies: The Higher Learning Commission/North Central Association, the Middle States Commission on Higher Education, the New England Association of Colleges and Schools, the Northwest Commission on Colleges and Universities, the Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges. Students that attended institutions not accredited by one of the above agencies may be able to receive limited credit with documentation of course contents through the credit for prior learning process.

International students wishing to transfer credits to Mid must have a Course-by-Course evaluation completed through World Education Services (WES).

A Transfer Equivalency Self-Service tool is available on the College’s public website to help potential students understand how their credits may transfer to Mid.

4.A.4

In alignment with institutional standards, all academic disciplines must adhere to a four-year curriculum review and update cycle. This regular review is critical to maintaining program quality and ensuring academic rigor. Faculty are asked to consider updates and revisions to the following, as documented in the [Curriculum and Academic Standards Committee Handbook](#):

- What are the student learning outcomes of the program?

(List the five to ten key outcomes students should achieve to be considered successful having completed this program.)

- For each program outcome, show in which course(s) the outcome is taught. A matrix could be used to depict these relationships.
- How are the program’s student learning outcomes assessed?

(List the assessment techniques used and explain how they indicate whether the students achieved those outcomes.)

- What are the results of those assessments?

(Charts of trend data are best for showing this. What are the targets? For example, is it the goal to have 75% of the students receiving a score of 80%? How were these targets determined?)

- If this program offers online courses, how do these compare with the traditional sections? (Show the data used in this comparison. Are the outcomes and assessments comparable?)
- If a course is not offered online, is this something that should be considered? Why or why not?
- If a course is not offered online in the program, is this something that should be considered? Why or why not?
- If applicable, what materials are being provided to adjunct instructors? (Master course, assignment guidelines, etc.)

All instructors — full-time, adjunct and lecturers — are appropriately qualified, including those who teach in dual-credit programs, contractual and consortia offerings. Job postings and descriptions reflect appropriate qualifications, which hiring managers ensure selected candidates meet. Copies of all appropriate faculty credentials reside within our human resources information system.

Per Mid's faculty and instructor credential qualifications procedure, all for-credit faculty and instructors must hold appropriate credentials in accordance with applicable regional and national accrediting body requirements. The College must also verify faculty qualifications by evaluating the credentials and professional histories of current faculty in addition to individuals applying to open positions.

Faculty teaching general education courses or other non-occupational courses must hold a master's degree or higher in the appropriate discipline or subfield from a regionally accredited institution. If a faculty member holds a master's degree or higher in a different discipline or subfield, they must have completed a minimum of 18 graduate credits in their assigned discipline or subfield.

Faculty teaching career and technical courses, college-level certificate courses or in occupational associate degree programs must hold a bachelor's degree in their assigned field from a regionally accredited institution and/or a combination of education, training and tested experience. Faculty in accredited career and technical programs must also hold minimum qualifications established by the relevant accrediting agency.

Circumstances may arise in which the College must determine the benefit of hiring or assigning a full-time faculty member or instructor with specific experience that, when combined with educational credentials, provides an equivalent level of expertise. Per the above procedure, the College may grant an exception to established credential qualifications. Complete policies are listed below:

[Business and Professional Studies](#)

[Health Sciences](#)

[Liberal Arts and Sciences](#)

[Workforce and Career Education](#)

Mid strives to ensure that program quality and learning goals are consistent across all modes of delivery and locations. This is particularly critical given that Mid offers classes at 17 different off-campus locations. As detailed in 3.A.3, in 2022 Mid moved to a standardized syllabus template

(Simple Syllabus) in an effort to standardize syllabi. This ensures the learning outcomes will be the same regardless of instructor, modality, or location.

Another way Mid works to ensure consistency is through our partnership with the National Alliance of Concurrent Enrollment Partnerships (NACEP). In 2017, Mid became the first community college in Michigan to receive accreditation from NACEP. NACEP works to ensure that college courses taught by high school teachers are as rigorous as courses offered on the sponsoring college campus. This accreditation ensures that Mid classes adhere to the highest standards so students experience a seamless transition to college. As part of the accreditation requirements, each area of instruction taught off campus is assigned a faculty liaison. These full-time faculty accompany the Associate Dean of Off-Campus Instruction on classroom observation visits and complete a comprehensive [write up](#) explaining how they ensure the concurrent enrollment program courses are equivalent to the courses taught on campus. Mid's commitment to maintaining consistency was confirmed in our [HLC Additional Location visit in 2022](#), with the reviewer stating:

"Student academic performance is measured, documented, and analyzed using the same metrics for both on and off-campus courses. The same syllabi are utilized, with the same course objectives and texts. Norming is done in some of the courses. The Assessment committee leads and guides the assessment process regardless of location. The Director of Institutional Research mentioned that data is collected related to higher course drop/failure rates as one of the evaluation metrics. Courses and programs off campus are subjected to the same program review process as those offered on-campus. Mid Michigan is one of the only colleges in Michigan to participate in the National Alliance of Concurrent Educational Partnerships (NACEP) which sets high standards for instruction, assessment, and evaluation."

4.A.5

Specialized program accreditations are pursued and established based on industry demands and licensure or certification requirements. A number of programs have earned specialized accreditation.

The Associate in Applied Science: [Medical Assistant program](#) is accredited through CAAHEP - Committee on Accreditation of Allied Health Education Programs and (CRB-AAMAE) – The Curriculum Review Board of the American Association of Medical Assistants Endowment.

The [Pharmacy Technician program](#) is accredited through ASHP – Associate Society of Health-System Pharmacists.

The [Physical Therapist Assistant Program](#) is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Associate in Applied Science: [Radiography program](#) is accredited through the Joint Review Committee on Education in Radiologic Technology.

The Associate Degree in [Nursing](#) is accredited by the National League for Nursing Commission for Nursing Education Accreditation.

In 2017, Mid received accreditation from the [National Alliance of Concurrent Enrollment Partnerships](#) (NACEP) for the courses the College offers at local high schools. This accreditation ensures that Mid classes adhere to the highest standards so students experience a seamless transition to college.

The [Automotive Service program](#) has received the Master Automobile Service Technology Accreditation from the National Institute for Automotive Service Excellence.

Mid is approved to offer distance education through [NC-SARA](#)

The [Phlebotomy program](#) (non-credit) is accredited by the National Accrediting Agency for Clinical Laboratory Sciences

The [Certified Nurses Aid program](#) (non-credit) is approved by the Michigan Department of Licensing & Regulatory Affairs

Mid has partnered with a variety of organizations to award industry-recognized skill certifications. A complete listing of all [industry-recognized certifications](#) can be found on Mid's website (www.midmich.edu/academics/programs-of-study/certifications).

4.A.6

One key measure of graduate success is how well they perform on externally administered exams. This is particularly prevalent in the [Health](#) and [Occupational](#) areas where program-specific accreditation along with certification exams are common.

At Mid, Health Sciences includes: Nursing, Radiology, Physical Therapist Assistant, and Medical Assistant. The goal for all of these metrics is above the state and/or national average.

2021 was the first year that Mid RN Program has achieved 100% pass rate on the NCLEX-RN Licensure Exam (across both campuses). While the pass rate has dipped back to more of a historical average, it is still significantly higher than the state and national averages. Breaking down the pass rates by campus, 86% of the Harrison students and 83% of the Mt. Pleasant students successfully passed the exam.

The American Registry of Radiologic Technologists (ARRT) is the exam utilized by Mid's Radiography program to assess graduate competency. For the Joint Review Committee on Education in Radiologic Technology (JRCERT), it is mandatory to report pass rates for the first attempt within 6 months of graduation. For the most recent year, Mid graduates passed at a 100% rate.

During the 2021-22 academic year the Physical Therapy Assistant (PTA) program made some revisions to the curriculum to assist with improving the NPTE (National Physical Therapy Examination) scores and entry level skills of the PTA graduates. Certification exam pass rates declined during the pandemic but have since rebounded and are now back above the national average, which is the program's stated goal.

The Certified Medical Assistant Exam is the primary instrument used to assess program competency for the Medical Assistant (MA) program. Mid continues to enjoy pass rates in excesses of the national average. The 2021 National Exam Pass Rates Report does not go out to Program Directors until June 2023, so those data will not be available until later in summer 2023.

In Occupational areas, our Computer Assisted Drafting and Design program utilizes the Certified SolidWorks Associate Exam for program assessment. In 2021-22, the passing rate had dipped to below the historical average. The number rebounded this year with 100% of students passing the certification exam.

The Residential Air Conditioning and Heating competency exam is the primary tool used to assess program competency for the Heating, Refrigeration, and Air Conditioning (HRA) program. For instance, results of the industry competency exams indicated that students were not performing as well in two areas of focus: Low Pressure Chillers and Fuel/Oil Furnaces. Ron Holmes, faculty member in the program, integrated concepts in these areas of study into the curriculum in hopes of improving student performance. Despite this, Mid students continued to outpace students across the state and nation.

In addition to certification exams, employers are asked to rate students as part of their [internship capstone experience](#). Since 2020, all aggregate grades assigned have averaged at least a 3 out of 4, indicating a high level of satisfaction with Mid's students across a multiple categories including: Ability to Learn, Attendance/Punctuality, Appearance, Dependability, Initiative, Judgement, Maturity Level, Quality of Work, Quantity of Work, and Relations with Others.

Since many of our students transfer to four-year institutions, another important measure is how they perform after they transfer. This information is an indicator of how well Mid prepares students for the four-year setting. The following series of charts provides information on transfer performance of Mid students in comparison to native students at [Mid's three largest transfer partners](#). On average, the performance of Mid students remains very comparable to the performance of native students at our three largest transfer partners.

Sources

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- Copy of Faculty Qualifications for Business and Professional Studies
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- MA PROGRAM REVIEW 2022-23 (1)
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- Mid Michigan College Multi-location Visit Report
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- NACEP Accreditation Commission Findings - Mid Michigan CC
- Non-Traditional Credit _ Mid Michigan College
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- Occupational Pass Rates
- PROE Directions (Perkins)
- PTA Program Review 2021-22.docx
- Radiography Accreditation
- Radiography Program Review 2023 (1) (1)
- Regional Accrediting Bodies
- Statement of Equivalency NACEP
- Student PROE
- Transfer GPA at top three transfer destinations
- Winter 2022 Program Review

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1

As discussed in 3.A.2, Mid utilizes the [Degree Qualifications Profile \(DQP\)](#) as its framework for assessment of student learning. This version consists of five proficiencies, with one (intellectual skills) being further divided into six sub-proficiencies.

1. Specialized/Industry Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills
 - analytic inquiry
 - use of information resources
 - engaging diverse perspectives
 - ethical reasoning
 - quantitative fluency
 - communicative fluency
4. Applied and Collaborative Learning
5. Civic/Democratic and Global Learning

Each [course syllabi](#) has identified learning outcomes, developed by the lead faculty members, consistent with the DQP. It is included in the [faculty master agreement](#) that faculty "shall engage in DQP based assessment of student learning, and assessment strategies employed for this purpose shall be developed by the Assessment Committee."

The Assessment Committee (described in 4.B.3) updates an [Assessment Handbook](#) that is distributed to faculty to guide them in their assessment efforts. General education courses are assessed on the appropriate Intellectual Skills DQP proficiency. At the conclusion of each semester a [course assessment form](#) is distributed to all faculty teaching a general education course for reporting of their course assessment data based on a three-level rubric: Above Competent, Competent, Below Competent. [Data](#) are reviewed by each dean as well as the Assessment Committee. They are reported annually in the [Instructional Report](#).

Courses not included in the general education program are assessed using the appropriate DQP proficiency. As with general education data, at the conclusion of each semester faculty submit data to

their Dean. Samples of these results are listed below:

[2023FA AIM.106](#)

[2023FA AIM.107](#)

[2022FA AIM.160](#)

[2022FA AMS.101](#)

[2023FA AMS.101](#)

[2019SP HRA.215](#)

[2023SP HRA.215](#)

In addition to the course assessment described above, each program (including the [general education program](#)) has a series of outcomes associated with it. The general education program utilizes the six sub-proficiencies of intellectual skills as its assessment framework. While other program outcomes fall within one of the other proficiency areas. Program assessment forms are sent out at the end of the academic year for faculty to report their program assessment data. These Data are shared with the Assessment Committee and the appropriate Dean who then review and analyze data. Data are also shared with the Curriculum and Academic Standards Committee during each program's review (4-year cycle), where the committee as a whole discusses appropriateness of current program learning outcomes.

1. [Accounting](#)
2. [Business](#)
3. [Radiography](#)
4. [Visual Arts](#)

Co-curricular assessment is more in its infancy. The Director of Student Life and Veterans Resources has created a [Lake Life Action Plan](#) listing institution-wide co-curricular events for the year. Accompanying this, she has also created a [Co-Curricular Assessment Form](#) that includes: Institutional Learning Competencies, Program Learning Outcomes, Evidence Artifacts, and Outcome Results. Each co-curricular event or activity has a completed Assessment Form. Below are samples from the past academic year. Much of the assessment is through direct feedback from students. Based on that feedback, the Director determines if the outcomes have been met.

1. [Alcohol and Substance Abuse](#)
2. [Club Day](#)
3. [Domestic Violence Awareness](#)
4. [Sexual Assault Awareness](#)
5. [US Constitution Day](#)

While we firmly believe this is a step in the right direction, we realize there is room to improve co-curricular assessment at Mid.

4.B.2

Mid faculty regularly use assessment data to drive curricular changes and pedagogical adjustments to

improve student learning. One recent and large scale example involved COM.101. Prior to 2021, COM 101 assessment data was reported only on the informative speech—the shared assessment required of and normed across all sections. Thus, data were based only on the oral communication competency. To know more about and to better help our students, we requested additional data across sections, and began to track additional assessment performance with more focus on our [course proficiencies and outcomes](#).

As a result:

- We became more outcome-focused, rethinking outdated expectations that were not related to the outcomes. For example, since “reading improvement” is not one of our outcomes, instead of focusing on the number of pages assigned (since “reading is good for them and they need to get used to it”), we designed videos and other activities that were more effective and engaging.
- We addressed more directly the fact that students' comfort level with speaking (both public and otherwise) has been diminishing across the board. Thus, we substituted more oral assessments to demonstrate mastery of knowledge throughout the semester, giving students scaffolded and graduated practice. This seems to be helping students stay in the course through the time when there previously was a high drop rate (as the public speaking unit approached under the former design).
- Without losing rigor, we adjusted the grading scheme, involving students in establishing criteria for their assessments. This process necessitated discussion of course proficiencies and outcomes for more transparency and participation. We began awarding badges for skills mastered instead of letter grades or points, again connecting the final grade to the proficiencies and outcomes directly. This helped students understand why they were being asked to complete an assessment, and often, how it could be helpful to them in the future.

An additional course-level change involved [ECO.202 \(Microeconomics\)](#). Instructional changes were made to Article Review and Analysis paper assignments in ECO 202, which improved DQP intellectual skills competencies (Use of Information Resources and Written Communicative Fluency). Several short papers and forums are required in Microeconomics, but Article Review and Analysis 3 is used for data collection. All papers and writing assignments underwent similar changes. Revisions accentuated the need for students to utilize analytic skills for the entire paper. The revised assignment instructions limited the length for certain paper sections so that students would be required to be concise with information relayed in the chosen article, to make choices about the most important information, and to decide how to effectively convey that information. Other explicit instructions required students to analyze content identified from the perspective of course themes, theory, and lessons, and additional research. Students producing some of the top papers intuitively seemed to recognize that analysis would be rewarded even under the original assignment instructions, but the Revised Assignment resulted in more students doing a brilliant job, fewer students embracing the word “Review” in the assignment title that too often led to summaries, and most students looking for ways to apply course lessons to the article issues. Two other helpful changes included providing a video lesson that developed a similar paper on another topic while using the same directions and producing an explicit rubric that connects themes to the instructions. Lastly, faculty also noticed that longer and detailed directions make it more difficult for students to exploit the use of AI.

The previous examples were general education courses with upward application to the General Education program (which assesses Intellectual Skills). An example of a program-level outcome involving the Specialized Knowledge DQP proficiency involved our Advanced Integrative

Manufacturing program. The program was revamped in 2018. Faculty discovered that students were not coming in with basic measuring skills, and many students not being able to read basic tape measure, which was a real issue with them just getting through the intro class (AIM.101). In response, a specific Metrology class (AIM.106) was developed that students are required to take prior or concurrently with AIM.101.

In addition to changes made at the course and program level, changes are also made at the degree level based on assessment data. One example involved the Physical Therapy Assistant program. Mid's pass rates on the National Physical Therapy Exam (NPTE) fell below the established minimum of 85% per their accrediting body. Specifically, Mid students tested low in Neuro and Cardiopulmonary topics and the first-time pass rate had fallen to 67%. Based on the Federation of State Boards of Physical Therapy Content Reports, student feedback, faculty feedback, graduate feedback and Advisory Committee discussion, two new classes were developed to expand the necessary content. This resulted in an increase in first-time pass rates to 90%.

Recognizing an opportunity to improve in both collection and analysis of assessment data, Mid has engaged with Strategic Planning Online (SPOL) to implement a new assessment software. Additionally, Mid has contracted with Simple Syllabus to create and implement a new syllabus template which includes a required section on DQP learning outcomes. Each of these outcomes were gathered from syllabi and entered into individual course files in SPOL. At the end of each semester each faculty member will receive an e-mail asking them to complete assessment ratings for only those DQP proficiencies assessed in their courses. Data will be flow directly into SPOL, allowing for a much more comprehensive and robust data analysis with an anticipated increase in the number of faculty entering assessment data. The course assessment data were entered into SPOL in the winter of 2023 with faculty implementation expected to begin in fall 2023.

4.B.3

Assessment practices at Mid reflect good practice, using the DQP as its framework. The DQP has been used by over 400 colleges and universities across the United States, providing a baseline set of reference points for what students should know and be able to do. It is designed to help higher education clearly define what postsecondary degrees should mean in terms of specific learning outcomes. It is a flexible profile, to be adapted and modified by institutions of higher education. The college has provided specialized DQP-based [assessment training](#) sessions at recent Welcome Back Day events in [2018](#) and [2022](#).

The Assessment Committee, made up of academic administrators and a representative group of faculty, meets monthly to discuss the college's assessment practices, assessment results, and development of plans to improve learning:

[September 23, 2023](#)

[April 28, 2023](#)

[February 24, 2023](#)

[January 27, 2023](#)

While the College has a solid assessment foundation in place, we strongly feel assessment is a continual journey and constantly presents opportunities to improve. In an effort to improve the ease

of data collection and analysis, as described in 4.B.2, beginning in fall of 2023, Mid will transition to a new assessment data collection software (SPOL). More descriptive rubrics have been created and will be distributed with a web link for faculty to enter data.

1. [Specialized/Industry Knowledge](#)
2. [Broad and Integrative Knowledge](#)
3. Intellectual Skills
 - [analytic inquiry](#)
 - [use of information resources](#)
 - [engaging diverse perspectives](#)
 - [ethical reasoning](#)
 - [quantitative fluency](#)
 - [communicative fluency](#)
4. [Applied and Collaborative Learning](#)
5. [Civic/Democratic and Global Learning](#)

These rubric descriptions will also be incorporated into SPOL as part of the help menu. These improvements, will make it easier to navigate the data input system and provide more robust analysis capabilities.

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- A General Education Program Assessment Reporting Sheet
- AIM.106_FA 23
- AIM.107_FA 2023
- AIM.160_FA 2022
- Alcohol and Substance Abuse
- AMS.101_FA 2022
- AMS.101_FA 2023
- Annual Academic Report to the Board 2022-23
- Assessment Handbook
- Assessment Results
- Blank Campus Life Co-Curricular Assessment
- Board Policies
- Club day
- COM 101 Proficiencies and Outcomes
- Copy of AA-Visual Arts Transfer
- Copy of Accounting Program Assessment Annual Report Form
- Copy of BUS Programs Assessment Report 2023
- Copy of Radiography Annual Report Form assessment committee
- Domestic Violence Awareness
- DQP 3.0 Analytic Inquiry.docx
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- Sexual Assault Awareness
- Spanish Assessment Report General Education.docx
- US Constitution Day

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1

Mid collects a significant amount of data regarding [retention](#), persistence, and [completion](#) and utilize these data to set ambitious yet attainable goals based on our population. Mid utilizes its IPEDS comparison group as one of the primary data sources. This is a grouping of 27 "like" community colleges that also report data to IPEDS. Additionally, Mid utilizes data from other Michigan community colleges who may or may not be part of our IPEDS comparable group. Our annual goal is to have retention, persistence and completion rates equal to or above the average of both of these comparable groups.

To provide context, students at Mid are typically from rural areas where educational attainment is low, poverty rates are high, and the barriers to success are many. According to Data USA (datausa.io), in Clare and Isabella Counties, the two counties which attend Mid at the highest rates, the poverty rates are 23% and 25% respectively. In Clare County, 70% of the working population in 2020 had not earned an Associates degree or higher. According to the 2022 IPEDS report, 94% of Mid's full-time, first-time degree-seeking students were awarded aid of some type. That is contrasted by 75% among our comparison group. Additionally, Mid's largest campus is located in the same town as a large regional public university (Central Michigan University). This is of particular note when comparing completion rates, as many students do not enter Mid with the intent of finishing an Associate's degree. Rather, they enter Mid with the goal of completing the Michigan Transfer Agreement, a 30-credit non-degree program. As one might expect, the stark challenges facing our students often result in low rates of persistence and completion. Nonetheless, Mid strives to reach annual targets which are based on its IPEDS comparable group along with sister institutions across Michigan.

4.C.2

Each year Mid compiles an [annual academic report](#) that includes information on retention and completion. This information is compiled by Institutional Research and is shared and analyzed by [Enrollment Management](#), a shared governance committee consisting of faculty and staff. In 2014 a retention sub-committee was formed to specifically focus on the issue of retention. This work was eventually published in a [refereed journal](#). Unfortunately, with turnover in staff, this original effort lost steam. However, new iterations of the retention sub-committee continue. While COVID slowed progress, the College's retention rate from Fall to Fall semester has been on the rise. IPEDS data for first-time, full-time students shows that the rate was 47% for Fall 19 to Fall 20, but it increased to 53% the next year, and was at 57% for Fall 21 to Fall 22. Despite these gains, Mid is still short of the targets set. To address this, Mid has recently entered into a three-year agreement with the consulting firm [EAB](#) to build and implement a new strategic enrollment plan, which will include retention and completion endeavors. Readiness assessment will begin in fall of 2023 with goal setting set to start early in the winter of 2024.

Another way non-IPEDs based retention data has been used is in our newly implemented [drop rate improvement program](#). This program presents faculty with their own students' success rate data in the form of the percentage in each category of success (A to C, C- to F, and Withdrawal rates) for each of the most recent fall and winter terms, four terms total. They receive this, and the college's averages over the same terms. Since faculty rightly have exclusive purview over grades, and grades are a major factor to determine a student's likelihood of continuing to the next term, faculty's own student success outcomes can inform them and prompt them to consider factors to consider in improving student success.

Specifically to retention, faculty were presented with the statistics that if students in a recent fall term passed 75% or more of their classes, their retention percent was 85% to the following winter semester. If students passed less than 75% of their classes, retention was only 54% percent. In this way, we showed faculty with our own data that their students' success depends on students passing classes. The effect of not passing is both the financial and emotional cost of having to repeat classes, and also students perhaps coming to the conclusion that "college isn't for me."

4.C.3

In 2015, Mid began an aggressive engagement and implementation of [guided pathways](#), an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent degree pathways. This model was based on research conducted by the [Community College Research Center](#) (CCRC) at Columbia University. Faculty and advisors attended a series of statewide trainings and workshops and refined degree pathways into simpler and more prescriptive pathways. Furthermore, in 2016, Mid engaged a consultant (Stamats) to gather data and recommend potential improvements to the student advising model. Following recommendations, in 2016, a team at Mid began developing a new way to serve students – one that would allow a single point of contact from admission to graduation.

As the single point of contact, the Mid Mentors help students navigate the now-simplified path from application to graduation. Instead of just telling students what classes to take, the mentors get to know the student, answer questions more deeply, and support students broadly. This model has been supported by research on programs including the Accelerated Study in Associate Programs (ASAP) model developed by City University of New York (CUNY) and the Community College Research Center (CCRC) at Columbia University. It is also based in part on the success of Mid's [TRIO-SSS](#) grant, which has been operating since 2015, using small cohorts (max of 140 students) and intrusive advising.

Initially, the program did not lead to the anticipated increases in [retention](#). Over the last few years, the College purchased a new customer relationship management (CRM) tool to help mentors connect with students more efficiently and to improve communication through email and texts. We also revised the processes for onboarding students after they apply to Mid. Instead of having Mentors work with potentially uncommitted students as soon as they apply, the new process has Admissions Recruiters continuing their relationships with students until the student makes an appointment with the Mentor. This saves time and allows the Mentors to focus their efforts on fewer students. These adjustments were made to more efficiently assist students through the pipeline. As a corollary, Mid saw an increase in fall-to-fall retention rates. This increase led to the application and awarding of a [Title III grant](#) in 2020, which similar to TRIO, established smaller cohorts of 150 students, with intrusive advising provided by two new mentors hired as part of the grant. [Title III](#) (and TRIO as well) saw significant increases in retention among participants.

4.C.4

Mid Michigan College uses IPEDS measures for retention, persistence, and completion, and also submits data to the state of Michigan (Center for Educational Performance and Information - CEPI) for its measures of these parameters that vary in definition and calculation. This current year will be our first in participating in the National Community College Benchmark Project to allow comparison to peers. Several tools are used to provide data and analysis for tracking measures. We use Ellucian Colleague for housing data, and for custom programs to provide data summaries and some reporting. Extrinsic Informer, in use for 12 years, allows for pulling data and calculations across disparate in-house data repositories. This user-friendly platform allows a decentralization of data and analysis in departments across the college. Our institutional researcher has created dashboards with Microsoft Power BI, and currently uses this to provide longitudinal data summaries on IPEDS and other measures, completions, and in the future, we hope to host these to the college community. With our analytics software, JMP Pro, we have determined several factors that are predictive of student success and retention. We have a couple of interesting predictive models. We hope to extend input data to within-term student behavior/ performance attributes that may be predictive of success, and expand the usefulness of the models to determine what interventions may be most effective.

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- EMT Minutes_Agenda 7-26-22
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- Title III Grant Reporting Summary.docx

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- TRIO Annual Report Data_ A Five Year Look (003)

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

The Curriculum Committee at Mid is responsible for ensuring the quality and relevance of the College's academic offerings and their alignment with the College's mission. Program reviews occur on a four-year cycle, covering aspects such as program objectives, quality, progress, health, and SWOT analysis. These reviews help identify areas for improvement and inform actions to enhance programs.

In addition to the four-year cycle reviews, occupational programs also undergo a Program Review of Occupational Education (PROE) every four years. Surveys are sent to faculty, students, and employers during this process to gather feedback.

Mid Michigan College accepts transfer credit from regionally accredited institutions and provides resources to help students with the credit transfer process. The College follows specific guidelines for evaluating transfer credit and exemptions for students who have completed degrees at accredited institutions.

Mid Michigan College uses the Degree Qualifications Profile (DQP) as its framework for assessing student learning, consisting of five proficiencies and six sub-proficiencies within the intellectual skills category. Each course syllabus identifies learning outcomes based on the DQP, and faculty engage in DQP-based assessment of student learning. The Assessment Committee, in collaboration with faculty, updates an Assessment Handbook to guide the assessment process. Data are reviewed by deans and the Assessment Committee, and results are reported annually in the Instructional Report.

Each program, including general education, has associated outcomes. The program assessment data is reported by faculty at the end of the academic year, reviewed by the Assessment Committee, deans, and shared during the program review process.

Co-curricular assessment is still in its early stages, with events and activities assessed using feedback from students. The College acknowledges the need for improvement in co-curricular assessment.

Mid Michigan College is implementing new assessment software and a syllabus template to enhance the collection and analysis of assessment data. This initiative aims to streamline the data entry process and encourage more faculty participation.

Mid strives for consistency in program quality and learning outcomes across all delivery modes and locations, including off-campus sites. They have standardized syllabus templates and maintain high standards through their accreditation with the National Alliance of Concurrent Enrollment Partnerships (NACEP).

Graduate success is assessed through various metrics, including pass rates on externally administered exams. Health and Occupational programs at Mid consistently aim for pass rates above state and national averages. In recent years, programs like Nursing, Radiography, Physical Therapy Assistant, and Medical Assistant have demonstrated strong pass rates. Employers also rate students highly during their internship experiences.

Additionally, the College tracks the performance of students after they transfer to four-year institutions, ensuring that Mid students perform comparably to native students at their largest transfer partners. This data reflects the success of Mid in preparing students for further academic endeavors.

Mid Michigan College collects and utilizes data on retention, persistence, and completion to set ambitious yet attainable goals for its student population. The college relies on multiple data sources, primarily the Integrated Postsecondary Education Data System (IPEDS) comparison group, consisting of 27 similar community colleges that also report data to IPEDS. Additionally, data from other Michigan community colleges are used, whether or not they are part of the IPEDS comparable group. The annual goal is to achieve retention, persistence, and completion rates equal to or above the average of both these comparable groups.

Mid annually compiles an academic report that includes data on retention and completion. This report is prepared by the Academic Affairs and the Institutional Research team and is analyzed by the Enrollment Management committee, which comprises faculty and staff. The college has also established sub-committees focusing on retention.

While the COVID-19 pandemic impacted progress, Mid's retention rates have shown improvement. The college's partnership with consulting firm EAB aims to create a strategic enrollment plan, including retention and completion efforts, starting in 2023.

In summary, Mid Michigan College is actively engaged in regular processes to ensure program rigor and quality. Additionally Mid has robust processes in place for the assessment of student learning, and improving retention, persistence, and completion rates, despite serving a student population facing unique challenges. The college uses data and various initiatives to address these issues and enhance student success.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1

Mid has a robust shared governance structure organized around the four enduring goals listed in the most recent version of the strategic plan:

1. Encouraging Student Success
 - [Academic Council](#)
 - [Assessment](#)
 - [Curriculum/Academic Standards](#)
 - [General Education](#)
2. Engaging the Community
 - [Tech Center Advisory](#)
 - Advisory Committees (detailed in 1.B.3)
3. Enhancing Employee Success
 - [Directors' Council](#)
 - [Technology Council](#)
4. Ensuring Institutional Effectiveness

- [College Council](#)
- [Core Crisis](#)
- [Enrollment Management](#)
- [Mid Cares](#)
- [Inclusion, Diversity, Equity & Action](#)
- [Mid Green](#)

The main shared governance committee is College Council. This committee meets quarterly and is led by the President (see minutes below). Membership consists of the Administrative Assistant to the President, the Provost, the VP of Student Services, the VP of Finance and Administration, all of the academic Deans, the Assistant VP of Institutional Research, the Director of IT, the faculty senate President, the Chairperson of Directors' Council, the President of the Education Support Personnel Association (ESPA), and two student representatives.

[February](#)

[May](#)

[August](#)

[November](#)

Other than College Council, membership is open to all members of the campus community, with each expected to have student representation. Per the [faculty master agreement](#) (page 29), all faculty are expected to join at least one shared governance committee. Each of the shared governance committees has at least one member who is also a member of College Council who provides committee updates as needed at the quarterly meetings.

5.A.2

The college regularly uses both quantitative and qualitative data, engaging both internal and external resources, to make informed decisions. A recent example of this was in the building of the [current strategic plan](#). The primary data collection tool was a survey designed by a group of college administrators and faculty that gathered both quantitative and qualitative data from three constituent groups (students, employees, and community members). Then, four representative groups consisting of faculty, hourly, and administrative employees, analyzed the survey data and wrote the priority areas under each of the four enduring goals. This process continued with the building of each [departmental strategic plan](#), as each objective required a metric to measure its success. These metrics are a primary consideration during the annual budget processes.

Another example of utilizing data to make informed decisions is the annual [enrollment projection](#) process. During the process, a group representing academic affairs, student services, strategic communications, and institutional research, utilize three different enrollment projection models, based on past enrollment data, current admissions funnel data (applications, conversation rates, inquiries, etc.), and historic retention data to project enrollment levels for the upcoming fall, winter, and summer semesters. These projections are they used to build the annual budget for the upcoming

year. This process is tied back to the strategic priorities listed in the strategic plan where requests from each department are considered based on budgetary levels set by enrollment projections.

5.A.3

Faculty, staff and students are fully incorporated into institutional decision-making as members of the governance committees discussed in 5.A.1. At the broadest level, there are four "academic" committees as part of the shared governance structure.

Curriculum and Academic Standards Committee

This committee includes the Provost, nine faculty appointed by the faculty senate, and six administrators appointed by the President. This committee reviews and aids faculty in the development of new curriculum and the revision or deletion of existing curriculum. Recommendations are then forwarded to the Board of Trustees for final approval.

Assessment Committee

This committee includes the Provost, four full-time instructional faculty from different disciplines, six academic Deans/Associate Deans, and the Assistant VP of Institutional Research. The primary focus of this committee is to assist faculty in utilizing the Assessment Handbook, in using the Degree Qualifications Profile, and in employing assessment results to improve the structure and delivery of courses; assist faculty and deans in creating, implementing, and maintaining program assessment plans; and work on a data storage/retrieval system that meets the needs of the Assessment, Curriculum, and Gen Ed committees.

General Education Committee

The committee is open to all faculty, staff, and students. Faculty self-select to be a member of this committee. Additionally, the Provost, Academic Deans/Associate Deans, and at least one representative from Students Services also serve as members. This committee considers matters related to the General Education requirements of the College. Makes recommendations for curricular changes to the Curriculum and Academic Standards Committee.

Academic Council

The committee consists of two faculty representatives from each of the following areas: Business, English/Humanities, Math, Nursing/Allied Health, Occupational, Science, Social Science/Foreign Language. Also, serving on the committee are the Provost, Academic Deans/Associate Deans, two student representatives, and four non-academic administrators. Academic Council advises the Provost on matters related to the curricular program. The group considers and makes recommendations regarding initiatives related to the teaching-learning process.

In addition to the four standing shared governance committees, ad hoc committees are frequently assembled for consideration of specific endeavors. For example, in the past two years Mid faculty and administration reviewed multiple proposals for a syllabus template solution. Once a vendor was selected, the same 10-member faculty team led the process for set up and implementation. A separate team of academic administrators along with the chairpersons of the General Education and Assessment committees followed a similar process to select and implement a new assessment solution that will allow for more robust collection and analysis of assessment data. And finally, a seven-member faculty team, along with the Provost and Assistant VP of Institutional Research led a project

to review grade distribution data to make recommendations on how to utilize and share these data with other faculty. This project was detailed in 5.A.2.

Sources

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- Shared Governance Overview
- Tech Council Meeting Minutes 10-25-2022

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1

Since over 70 % of the College's [current budget](#) is allocated for salaries and fringe benefits, Mid is mindful to closely monitor and evaluate all areas of the institution to assess optimal coverage and/or functionality. The budget is routinely monitored at the division and college levels to maintain the appropriate balance of staffing. When the College experiences a vacancy in any area, that vacancy is reviewed and evaluated for restructure or rehire. Over the last ten years, the student to full-time faculty ratio has declined from 68:1 to 37:1 due to a decrease in enrollment and more Full-time faculty. The majority (68%) of the College's full time staffing directly support the for-credit student instruction activities (instruction, academic support and student services). The remaining divisions represent support and service staff (finance, administration, information technology, human resources, marketing, institutional research, administration, and physical plant operations)

The hiring process for bargaining unit employees is subject to the terms of their respective [contract](#). We do not have official standing committees that oversee this process, but we do strive for consistency. Final hiring approval resides with the President.

As detailed in 2.A, all of the academic divisions have created minimum qualification guidelines consistent with HLC and contractual requirements:

[Business and Professional Studies](#)

[Health Sciences](#)

[Liberal Arts and Sciences](#)

[Workforce and Career Education](#)

Additionally, standard policies and rubrics have been developed for [hiring managers](#) to guide them in [screening](#), [interview](#), and [reference check](#) procedures.

Mid also allocates funding to support professional development opportunities for their Staff. The College designates funds for Faculty Professional Development and offers tuition reimbursement

plans for all of their full-time employees. For those wishing to attend Mid, the College offers free tuition for all employees and their dependents up to 62 credit hours.

Mid continually assesses and maintains sound fiscal infrastructure. In the event that it becomes necessary to issue bonds for major projects, it has maintained a minimal [debt](#) load in order to maintain a favorable debt to asset ratio. The College's [Moody](#) rating is Aa3, and S&P rated AA stable. To support economic stability, the General Fund balance is equal to approximately 40% of the annual budget in addition to a Plant Fund balance that is sufficient to carry out unforeseen capital needs.

Mid's Infrastructure addresses short and long term needs that ensure maximal and efficient use of state, county, and student resources. The College does not have any debt millage and relies solely on their Plant Fund balance and current year budget appropriations to provide the necessary resources to efficiently maintain its 500,000 square feet of educational [facilities](#).

The College engaged Peter Basso Associates in 2021 to perform a [life expectancy study](#). The resulting report drives the deferred maintenance plan and helps the College prepare to financially meet the Physical Plant needs. The Facilities Department utilizes a HelpDesk system to assist with their daily workload and ongoing inspections and systems. In a given year, Facilities work orders have generated almost 2,400 HelpDesk tickets, aside from verbal/written requests.

In the Spring of 2023, Mid embarked on an updated [Campus Master Plan](#) to help identify and prioritize future capital projects that would ensure the College's future viability. Pursuant to responses to an RFP, Hobbs & Black Architects, LLC was engaged to lead this process and coordinate the community meetings, and collaboration with engineers and contractors to provide cost estimates. The final report will act as a roadmap for Mid in the years to come.

The IT Services Department has a managed service contract with Ellucian. Ellucian provides direction and support for all college Information Technology needs, and is facilitating the development of a Technology Strategic Plan to support college operations for future growth and expansion. Mid's IT Department emphasizes focus on cyber security, disaster recovery and redundancy to ensure business continuity. It maintains a five-year forecast that outlines planned and anticipated needs for the IT infrastructure. Nevertheless, it is flexible enough to support change as any need arises.

5.B.2

Mid's mission and strategic planning process carefully consider the institution's organizational structure, available versus needed resources and internal and external opportunities. The collegewide [strategic plan](#) drives tactical plans for individual departments. When designing their own initiatives and goals, individual departments ensure that their objectives align to strategic plan. Each endeavor developed to address the relevant strategic plan enduring goals is required to have a budgetary estimate. For new potential endeavors, departments submit [request forms](#) that provide details about the requests and attaches it to one of the enduring goals listed in the strategic plan. Additionally, each department is provided with a three-year history of its annual budget and is requested to provide updates and adjustments. All requests are compiled by the Business Office and presented to the President and Vice Presidents for consideration within the parameters established by the annual [enrollment projections](#). The resulting final annual budget is aligned with stated goals to ensure continued movement toward the targets set for the four enduring goals and is approved by the Board of Trustees each June.

5.B.3

The Financial Services Department maintains a budgeting and forecasting model that is based on historical revenue and expenditure trends, operating fund requests, internally developed data, and external market data to model future revenues and expenditures. The Department projects the revenue stream for the next fiscal year based on projections from the College's Enrollment Management Team, the county equalization departments, and the State Governor's forecasts. The Enrollment Management Team (see minutes below) convenes monthly to review the current conditions and develop an enrollment forecast based on the drivers/indicators available. Source data from the county and state are captured and considered as well as internally derived enrollment trends and impacts.

[EMT 2021](#)

[EMT 2022](#)

[EMT 2023](#)

Tuition rate increases are projected and multiple options are presented to the Board of Trustees for consideration. After significant consideration, the College's Board of Trustees sets the tuition and fee rates for the upcoming year.

Departmental budget officers are encouraged to meet with their departments to collect thoughts/ideas/requests for new or expanded initiatives. The [Financial Services](#) Department solicits [budget requests](#) for funding from the departmental budget officers and conducts annual training and review sessions with each budget officer to foster an increased financial awareness and understanding of the college's budgeting process.

All funding requests are compiled and compared to the projected revenue stream. The Vice Presidents and President meet to consider the following: requests for additional funding submitted by budget officers; current levels of staffing and their adequacy; potential opportunities for cost savings; and potential new revenue streams in the coming year. Subsequently, the President along with the Vice Presidents reconcile the funding requests with the available revenue. Financial Services then compiles a balanced General Fund budget, based on direction from the Vice Presidents and President, that is presented to the Board of Trustees for approval.

Approved budgets and new initiatives are communicated to budget officers for implementation in the coming year. Several contingencies are built into the annual budget to provide the flexibility necessary to accommodate unforeseen or contemplated expenditures throughout the fiscal year.

Monthly financial statements including summaries of divisional variances are compiled and included in the Board packets for the Trustees. These statements, along with electronic access to real time general ledger data, allow budget officers and college administration to continually examine and evaluate assumptions in annual forecasts and adjust budgets accordingly. Departmental budget officers may adjust operating budgets, except for salaries and fringes, to support the needs of the College. These are proposed via budget change requests that require executive management approval. College administration may request the Board of Trustees to modify the overall annual budget during the fiscal year to accommodate revised expenditures or revenue forecasts.

5.B.4

The College operates on a June 30th fiscal year. The College is required to adopt a balanced budget prior to the first day of the fiscal year, meaning the operating expenditures for all funds during the current fiscal year cannot exceed the resources available — including fund balances rolled over from prior fiscal years.

The State of Michigan has a September 30th year end which occasionally presents budgeting challenges as the College must adopt a balanced budget before the state determines the annual appropriations for the next year. Property [taxes](#) are levied in December and due on February 14th. The counties guaranty the tax levy and pay the College all delinquent property taxes.

The College's current general fund budget comprises the following: Instruction, Information Technology, Workforce Development, Instructional/Academic Support, Student Services, Institutional Administration, Physical Plant operations and Auxiliary Services. Budgets are also maintained for Student Financial Aid, Other Restricted Grants, Building and Site, and the College Foundation.

Each department is provided a budget allocation, which submitted budgets may not exceed. Budget allocations are established based on historical spending within each department and are adjusted for forecasted need based on strategic priorities, student needs, enrollment forecasts and/or contractual changes. When needs exceed the departmental budget allocation, the Budget Officer can submit an additional budget request linking the request to a Strategic Plan initiative. These requests are evaluated and prioritized by the Vice Presidents and the President. In order to ensure a balanced budget, approval of additional budget requests is limited to forecasted changes in revenues or corresponding budget reductions elsewhere.

Ultimately, resources are allocated based upon Mid Michigan's mission and Strategic Plan, with a focus on funding educational programs first. The current general fund budget, which encompasses a majority of the College's operations, directs 62% of available resources to access, student learning and success.

Sources

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1

As part of the college strategic planning process, each department, in building their individual department [plans](#), was required to submit projected budgets for the achievement of their proposed interventions. The budget planning process begins each February with the Business Office sending out department budget sheets to each budget manager along with a [request form](#) for new requests tied to the strategic plans. Requesters are asked to indicate which Enduring Goal of the strategic plan is being addressed by their request. The Executive Team, consisting of the President, Provost, Chief Financial Officer, and the Vice President of Student Services and Advancement review all new requests and make final decisions on funding.

For larger funding requests, the College has created a Strategic Initiatives fund. This fund consists of \$1 million that could potentially fund larger scale projects for up to three years. For example, the Arts and Sciences division submitted a [Strategic Initiatives](#) request for the creation of a new [Agriculture Program](#) (initiative 2.5 in attached). Like all requests, it was reviewed by the Executive Team and was approved.

In addition to the Strategic Initiatives fund, the college invests \$40,000 annually in an [Innovation Fund](#) that is designed to encourage faculty to make innovative changes to their courses, including the development of online sections of traditionally face-to-face classes. This is one of the strategic goals of [Online and Distance Learning](#) (Objective 3).

5.C.2

As detailed in 5.C.1, each department, in building their own strategic plans to address priorities listed in the college's overall strategic plans, must include budgetary projections for their interventions. Requests for funding are linked to the strategic plan and are made during the overall budgeting process beginning in February. Throughout the year, [departments](#) provide updates to the

Board of Trustees on the progress on their strategic plans. This is intended to familiarize the Board with more micro-level operations and provide context during their annual task of approving the college's overall budget.

As detailed in 3.A.2 and 4.B.1, Mid utilizes the [Degree Qualifications Profile](#) (DQP) as its framework for assessment of student learning. This version consists of five proficiencies, with one (intellectual skills) being further divided into six sub-proficiencies.

1. Specialized/Industry Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills
 - analytic inquiry
 - use of information resources
 - engaging diverse perspectives
 - ethical reasoning
 - quantitative fluency
 - communicative fluency
4. Applied and Collaborative Learning
5. Civic/Democratic and Global Learning

Each [course syllabi](#) has identified learning outcomes, developed by the lead faculty members, consistent with the DQP. It is included in the [faculty master agreement](#) that faculty "shall engage in DQP based assessment of student learning, and assessment strategies employed for this purpose shall be developed by the Assessment Committee."

The Assessment Committee (described in 4.B.3) updates an [Assessment Handbook](#) that is distributed to faculty to guide them in their assessment efforts. General education courses are assessed on the appropriate Intellectual Skills DQP proficiency. At the conclusion of each semester a [course assessment form](#) is distributed to all faculty teaching a general education course for reporting of their course assessment data based on a three-level rubric: Above Competent, Competent, Below Competent. [Data](#) are reviewed by each dean as well as the Assessment Committee. They are reported annually to the Board of Trustees in the [Instructional Report](#).

Courses not included in the general education program are assessed using the appropriate DQP proficiency. As with general education data, at the conclusion of each semester faculty submit data to their Dean.

In addition to the college's process for the assessment of student learning, the Executive Team along with the Board of Trustees determined a set of [key performance indicators](#) to help gauge operations. These indicators are divided up by the four Enduring Goals of the college's strategic plan and are reported to the Board as appropriate to the metric.

5.C.3

As detailed in 1.A.4 and 1.B.3, Mid engages significantly with internal and external audiences in matters of both long-term and short-term planning. Recently Mid has created and distributed two large-scale surveys that were sent to students, faculty, staff, and community members. The first was a survey for feedback as Mid developed its comprehensive [strategic plan](#). A strategic planning sub-committee of College Council (the main shared governance committee of the college) was then formed, consisting of representatives from faculty and staff (not exclusive to just College Council

members), to interpret results, update the enduring goals, and decide on priorities for the institution for the duration of the plan.

The second was a survey to gather feedback for Mid's 5-year [campus master plan](#). Similar to the strategic planning survey, this survey was sent to students, faculty, staff, and community members to gauge thoughts on Mid's facility needs over the next 5 years. Additionally, Mid's consultant on the project hosted a series of information gathering meetings for all constituent groups to further refine [priorities](#).

On a smaller, more short-term scale, Mid gathers perspectives through the hosting of advisory committees. As detailed in 1B, Mid has existing advisory committees in Accounting, Administrative Assistant Professional, Advanced Integrated Manufacturing, Art and Graphic Design, Auto, Business, CIS, Criminal Justice, Drafting, Early Childhood Education, HRA, Medical Assistant, Nursing, Pharmacy Tech, Phlebotomy, Physical Therapy Assistant, Radiography, and Welding. There are also advisory committees for the Tech Center, which primarily offers non-credit short-term and customized training programs, and our dual enrollment program (which provide guidance for our 17 off-campus locations). In addition, Mid has representation on the statewide Transfer Steering Committee consisting of two-year and four-year institutions, and participates in the working groups of [MiTransfer](https://www.midmich.edu/academics/transfer/michigan-transfer-pathways) (<https://www.midmich.edu/academics/transfer/michigan-transfer-pathways>), which works to develop common transfer pathways designed to seamlessly transfer between two-year and four-year institutions.

Additionally, Mid houses the Central Michigan Manufacturers Association, which is a regional network nearly 120 local manufacturers who, through Special Interest Groups (SIGs) Safety, Education, Human Resources and the Executive Roundtable have supported local companies by working on issues important to manufacturers, sharing best practices among them, educating members about available resources, and providing scholarships to area students. Additionally, Mid houses a regional office of the Small Business Development Center (SBDC). The [SBDC](#) enhances Michigan's economic wellbeing by providing free consulting, training and market research for new ventures, existing small businesses and advanced technology companies.

5.C.4

As detailed previously, the College's strategic plan and campus master plan provide direction for future needs. The college reached its peak enrollment in the fall of 2010 (5,252). Recognizing the impact of growth on facilities, the College started construction on a new campus in Mt. Pleasant with the eventual goal of liquidating the older building. The first building was opened in 2009, with the remaining 3 buildings opening between 2011-2015. The older building was eventually liquidated in 2022.

Enrollment entered a significant phase of decline after 2010, particularly on the Harrison Campus, where headcount declined by over 40% since 2012. As such, the College navigated through a "[right sizing](#)" phase whereby older facilities that were outdated and in need of significant repair were dismantled, and the remaining space was updated with capacity remaining to account for 25% future growth. The project was completed in 2020.

As enrollment continued to decline, and budgets became tight, the College conducted a round of layoffs in late 2020. The layoffs were focused on staff (not faculty) from across the institution, in places where capacity would not be significantly impacted by the loss of staffing. While the College was careful to project the impact careful to project the impact on capacity, both of these moves were

meant to cut expenses in response to declining revenue.

Historically, the largest revenue source for the College has been tuition and fees. In [2020-21](#), tuition and fees represented 60% of the College's revenue. Recognizing the potential impact of enrollment declines on the College budget, Mid implemented a successful campaign to [annex](#) the Mt. Pleasant School District into the College service area. This increased [property tax revenue](#) by nearly \$1.7 million annually, helping provide a more stable source of funding.

Each year a sub-committee consisting of representatives from Academic Affairs, Student Services, and Institutional Research, create fall and winter semester [enrollment projections](#) with budgetary recommendations. These projections are based on multiple formulas and are used to set the budget for the year. The budget is reviewed by the Board on a monthly basis to ensure that we are on track for both revenue and expenses. Assumptions and projections are compared to actuals and significant variances are addressed.

[October Board Packet](#)

[November Board Packet](#)

[December Board Packet](#)

Despite the challenges associated with declining enrollment, the College's sound planning has created a financially healthy environment. The last [audit](#) stated "The College's financial position remained strong at June 30, 2023 with assets of \$75.7 million, deferred outflows of resources of \$13.1 million, liabilities of \$47.1 million, deferred inflows of resources of \$12 million, and overall positive net position of \$29.7 million." Additionally, in 2020 [Moody's](#) assigned a rating of Aa3 to Mid, stating "The Aa3 issuer rating reflects the college's moderately-sized tax base located in central Michigan, with below average socioeconomic characteristics. Additionally factored are the college's satisfactory financial operations, despite enrollment declines, including healthy fund balance and liquidity, along with its low debt burden. The low debt balances the college's above average exposure to unfunded post-retirement pension and OPEB liabilities."

5.C.5

As detailed earlier, both the strategic planning process and the campus master planning process involved significant feedback from external stakeholders in a concerted attempt to gauge local needs.

The annual [enrollment projection](#) process includes a discussion of external factors, such as unemployment, workforce development funding, dual enrollment activity, demographic shifts, etc. These factors are included in the projections and are used to adjust the numbers according to the anticipated impact. In addition, department managers are also asked to propose budget increases based on projected future needs. Managers are also responsible for recommending areas where the budget can be trimmed. These adjustments to the budget are recommended by department managers, in part, because they are attuned to the potential impact of external factors – and how the College should respond.

In response to the COVID pandemic, the College shifted course to remote modalities. Recognizing the necessity of additional remote course offerings, Mid invested a significant amount of [CARES](#) funding into the development/re-development of online offerings. While COVID certainly impacted the speed of implementation of these developments, the process had already begun with Mid applying

for and receiving a [Title III grant](#) which included funding for a new position to mentor and train faculty in synchronous and asynchronous online and hybrid course development and teaching, as well as to assist the Deans in monitoring and assessing the quality of teaching in these areas. Student demand and demographic changes, along with technological advances in remote education were primary influencers of this investment. The College continues to invest in regular develop/re-development of online courses through an Innovation Fund, which included in the [faculty master agreement](#). This Fund is managed by a committee of administrators and faculty who review each proposal, vote on approval, and review completed work.

Recognizing that the College resides in a very homogeneous geographic area, the College has strived to provide students with learning opportunities that expose them to the globalization of present times. The College currently offers a number of growth opportunities that recognize human and cultural diversity. Two of the DQP proficiencies assessed as part of Mid's degree programs include engaging diverse perspectives and civic/global learning. Mid has [131](#) and [76](#) courses respectively that assess these two learning outcomes. Over the past several years Mid has also offered a variety of study abroad opportunities to locations including Mexico, the Dominican Republic, and the Czech Republic. Of particular note is the recent addition of two [study abroad experiences](#) (one to the Florida Keys, and one to Belize) that emphasize ecological citizenship and the importance of environmental conservation measures as a global initiative (<https://www.midmich.edu/academics/study-abroad>). Currently there is a group working to increase global awareness events and offerings to students and faculty across the college. [Mid's Global Projects and Studies \(GPS\) Team](#), in partnership with the Center for Middle Eastern and North African Studies at the University of Michigan, was recently awarded a \$10,000 grant from the Midwest Institute for International-Intercultural Education. The grant will enhance international exposure through coursework, culturally immersive learning, and study abroad. More specifically, Mid's project will infuse voices, perspectives, approaches, concepts, research methods, and research questions from a specific region into the curriculum of current courses including: ART 283 and ART 284 - Art History I and II, HIS 101 - Issues in Western Civilization, HUM 101 and 102 - World of Creativity I and II, HUM 200 - Modernity and Culture, HUM 242 - Studies in Compassion, BUS 151 - Introduction to Business Issues, BUS 162 - Principles of Marketing, BUS 225 - International Business, COM/SSC 195 - Intercultural Communication, ENV 200 - Environmental Biology, POL 250 - International Relations and SSC 200 - Social Sciences in Contemporary America. A co-curricular program focused on the Middle East that will include a half-day conference on Turkey and the Middle East, a film festival, an exhibit, and a study abroad in Istanbul will assist Mid's Institute of Global Projects and Studies (GPS) in its effort to create a Global Studies endorsement and the expansion of Study Abroad Programs.

As discussed previously, the largest revenue source for the College has been tuition and fees. In [2020-21](#), tuition and fees represented 60% of the College's revenue. With declining enrollment, and multiple failed attempts to increase the property tax millage rate, the Board embarked on a planning process to explore [additional revenue sources](#). Because only 50% of the State of Michigan is covered by a [community college district](#), the Board made the [strategic decision](#) to increase offerings and services not included in a community college district. This led to the creation of a new [Vice President of Community Outreach](#) position, along with a Director of Eastern Region position. A reorganization in 2021 merged these positions with Academic Affairs, along with Student Services, putting together a team that included the Provost, Associate Dean of Off-Campus Instruction, Director of Eastern Region, and two dual enrollment Mentors. This group works cooperatively to manage registration, recruitment, and course offerings at 17 different off-site locations.

While the footprint expansion effort was instrumental in helping offset enrollment declines in the College's traditional service area, the Board and executive leadership team recognized the still heavy emphasis on student enrollment as it relates to the budget. As such, Mid implemented a successful campaign to [annex](#) the Mt. Pleasant School District into the College service area. This increased [property tax revenue](#) by nearly \$1.7 million annually, helping provide a more stable source of funding.

5.C.6

As detailed in 5.C.1, each department built their own strategic plans to address relevant priorities that were established as part of the four enduring goals developed as the college's overall strategic plan. Throughout the year, [departments](#) provide updates to the Board of Trustees on the progress on their strategic plans. A comprehensive [report](#) on student outcomes is produced annually and presented to the Board each May. In 2023, the Executive Team along with the Board of Trustees reviewed departmental strategic plans and determined a set of [key performance indicators](#) to help gauge operations. These indicators are divided up by the four Enduring Goals of the college's strategic plan and are reported to the Board as appropriate to the metric.

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5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Mid has a robust shared governance structure organized around four enduring goals outlined in their strategic plan: Encouraging Student Success, Engaging the Community, Enhancing Employee Success, and Ensuring Institutional Effectiveness. The main governing body is the College Council, led by the President, with membership from various administrative, faculty, and student representatives. The college emphasizes data-driven decision-making, exemplified by the use of surveys, enrollment projections, and annual budget processes. Several committees, including Curriculum and Academic Standards, Assessment, General Education, and Academic Council, involve faculty, staff, and students in institutional decision-making. Ad hoc committees are also formed for specific projects, such as syllabus template selection and grade distribution data review. Overall, the shared governance structure at Mid promotes collaboration and inclusivity in decision-making processes.

Over 70% of the budget is allocated to salaries and fringe benefits, prompting careful monitoring and evaluation of all areas to ensure optimal coverage and functionality. The student to full-time faculty ratio has decreased over the last ten years due to changes in enrollment and an increase in full-time faculty.

The hiring process, particularly for bargaining unit employees, follows contractual terms, and final approval rests with the President. Mid allocates funds for professional development, including tuition reimbursement plans for full-time employees and free tuition for employees and their dependents. The college maintains a sound fiscal infrastructure, with a favorable debt to asset ratio and strong credit ratings.

The Facilities Department engages in regular maintenance and life expectancy studies, and a Campus Master Plan is underway to prioritize future capital projects, relying on the Plant Fund balance and current year budget appropriations

In terms of Information Technology, Mid has a managed service contract with Ellucian, focusing on cybersecurity, disaster recovery, and a strategic plan for future growth. The Financial Services Department plays a crucial role in maintaining the budgeting and forecasting model, with the Board of Trustees setting tuition and fee rates for the upcoming year. Budget requests are compiled, compared to projected revenue, and presented to the Board of Trustees for approval. The college operates on a June 30th fiscal year, adopting a balanced budget, and adjusting budgets throughout the fiscal year based on financial statements and real-time data.

The budget comprises various departments, each receiving an allocation based on historical spending and strategic priorities. Budget adjustments are allowed within certain limits, and additional requests are evaluated and prioritized by the Vice Presidents and the President. Overall, resources are allocated based on the college's mission and strategic plan, with a focus on funding educational programs. Budgeting and forecasting are based on historical data, enrollment projections, and

external market data.

The college's strategic planning process involves each department submitting projected budgets for their proposed interventions. This process, initiated in February, requires departments to tie their requests to the strategic plan's Enduring Goals. The Executive Team, comprised of key officials, reviews and makes funding decisions. Larger requests may access the Strategic Initiatives fund, a \$1 million resource for substantial projects, and an annual \$40,000 Innovation Fund supports innovative course changes.

Departments integrate budgetary projections into their strategic plans, providing updates to the Board of Trustees throughout the year. Student learning assessment follows the Degree Qualifications Profile (DQP), assessing proficiencies in specialized knowledge, intellectual skills, applied learning, and civic/global understanding. The Assessment Committee guides faculty in this process, reporting outcomes annually.

Key performance indicators, aligned with strategic goals, are established by the Executive Team and reported to the Board. The college engages internal and external stakeholders through surveys, committees, and partnerships, ensuring comprehensive perspectives in long and short-term planning.

The college, facing declining enrollment, undertook a "right-sizing" initiative, updating facilities and conducting layoffs to manage expenses. Financially, it remains healthy, with strong assets and a Moody's Aa3 rating. External factors like unemployment and demographic shifts are considered in enrollment projections and budget adjustments.

The COVID-19 pandemic prompted a shift to remote modalities, with CARES funding supporting online course development. The college prioritizes global awareness, offering study abroad opportunities and receiving grants to enhance international exposure in the curriculum. Efforts to diversify revenue included annexing a school district and expanding services beyond the community college district.

Each department develops strategic plans tied to enduring goals, with annual reports presented to the Board. In 2023, key performance indicators were established for ongoing operational assessment.

Sources

There are no sources.